APPENDICES

A. Lesson Plans for Web Integrated English Language Learning – Hard and Soft Copies
B. List of Experts who validated the Materials and Tools Used for the Study
C. Lesson Plan for Activity Oriented Method of Learning English
D. Scale on English Language Anxiety (Draft), and its Response Sheet
E. ‘t’ value of Items in the Scale on English Language Anxiety (Draft)
F. Scale on English Language Anxiety, and its Response Sheet
G. Inventory on Interest in English (Draft), its Response Sheet and Scoring Key
H. Difficulty Index and Discriminating Power of Items in the Inventory on Interest in English (Draft)
I. Inventory on Interest in English, its Response Sheet and Scoring Key
J. Test on Achievement in English (Draft), its Response Sheet and Scoring Key
K. Difficulty Index and Discriminating Power of Items in the Test on Achievement in English (Draft)
L. Test on Achievement in English, its Response Sheet and Scoring Key
Lesson Plans for
Web Integrated English Language Learning
Hard and Soft Copies

Unit I : Roots

Sub Units:
1) The Son from America - Isaac Bashevis Singer (Short Story)
2) Those Winter Sundays - Robert Hayden (Poem)
3) The Tattered Blanket - Madhavikutty / Kamala Das / Kamala Surrayya (Short Story)
4) To My Nanny - Alexander Pushkin (Poem)

Prepared by: Janeepa P. A.
Research Scholar

Supervised by: Dr. Jaya Jaise
Associate Professor

School of Pedagogical Sciences
Mahatma Gandhi University, Kottayam
Appendix A

Lesson Plan No. 1 for
Web Integrated English Language Learning

Class Details
Name of the teacher: Janeepa P. A.                                      Standard : IX
Name of the School: St. Thomas High School, Thiroor                    Strength : 30/35
Subject: English                                                       Duration : 40 mins.
Unit: I - Roots                                                        
Sub unit: Paragraph 1-2 of The Son from America

Objectives
To enable the students

1. to speak and write correct English.
2. to enjoy communicating in English.
3. to learn English in relaxed environment.
4. to develop interest in English language.
5. to develop vocabulary.
6. to take initiative in points for discussion.
7. to familiarise the theme of passage.

Pre-requisites

1. The students have learned short stories in English.
2. The students have acquired basic computer skills.

Learning Resources

1. Computer with internet connection
2. LCD Projector
3. Ordinary classroom teaching aids
4. Web resources accessed from
   • http://my.englishclub.com/profiles/blogs/village-life-in-india
   • http://www.pbs.org/wnet/americanmasters/episodes/isaac-bashevis-singer/about-isaac-bashevis-singer/706/
   • https://adventurousalfred.files.wordpress.com/2011/10/paddy-hut.jpg
   • http://www.thefreedictionary.com/thatched+roof
   • http://www.yourdictionary.com/shingle
   • http://news.hopethiopia.com/wp-content/uploads/2012/05/IMG_44361.jpg
   • http://www.thefreedictionary.com/pastured
Appendix A

- [http://www.dailypainters.com/paintings/tag/rural](http://www.dailypainters.com/paintings/tag/rural)
- [http://www.thehindu.com/thehindu/fr/2005/08/05/stories/2005080502340300.htm](http://www.thehindu.com/thehindu/fr/2005/08/05/stories/2005080502340300.htm)
- [http://www.funenglishgames.com/spellinggames.html](http://www.funenglishgames.com/spellinggames.html)

<table>
<thead>
<tr>
<th>Process</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase 1: Motivation</strong>&lt;br&gt;The Teacher and students engage in some informal talk.&lt;br&gt;The teacher projects onto a screen a series of pictures from the website <a href="http://my.englishclub.com/profiles/blogs/village-life-in-india">http://my.englishclub.com/profiles/blogs/village-life-in-india</a>&lt;br&gt;The pictures are about the life of villagers. Based on the pictures seen, a discussion is held between the teacher and the students. Then the teacher introduces the author from the website <a href="http://singer100.loa.org/life/1/">http://singer100.loa.org/life/1/</a>&lt;br&gt;The students gave good responses and listened attentively. They became enthusiastic and watched the pictures of villagers. The students actively participated in the discussion and presented their opinion about the pictures to the teacher. The students became relaxed to receive the lesson. The students thus became interested in the lesson.</td>
<td></td>
</tr>
<tr>
<td><strong>Phase 2: Textual Reading</strong>&lt;br&gt;The teacher asks the students to read the content provided as the E-Text.&lt;br&gt;The village of Lentshin was tiny. It was surrounded by little <a href="http://www.123rf.com/photo_9051014_cowboy-with-a-long-white-beard.html">huts</a> with <a href="http://images.countryoutfitter.com/images/photos/242981/242981_43080-mens-eaglin-stout-boot_large.jpg">thatched roofs</a> or <a href="http://wendyquest.files.wordpress.com/2011/09/dont-count-chickens.jpg">shingles green with moss</a>. The chimneys looked like pots. Between the huts there were <a href="http://www.indiaart.com/Artists/Chitra-Vaidya/Rural-Life-Paintings-by-Chitra-Vaidya.asp">fields</a>, where the owners planted vegetables or <a href="http://www.dailypainters.com/paintings/tag/rural">pastured</a> their goats.&lt;br&gt;In the smallest of these huts lived old Berl, a man in his eighties and his wife Berlcha. He was short, broad shouldered and had a small <a href="http://www.learnenglishkids.britishcouncil.org/en/">white beard</a>. The students read the passage.</td>
<td></td>
</tr>
</tbody>
</table>
summer and winter he wore a sheepskin hat, a padded cotton jacket and stout boots. He had half an acre of field, a cow, a goat and chickens.

Phase 3: Identifying and Resolving Difficulties

The teacher resolves Students’ difficulties of vocabulary with the help of the following web resources.

1. The teacher resolves Students’ difficulties related to the meaning of the vocabulary huts from the web resource https://adventurousalfred.files.wordpress.com/2011/10/paddy-hut.jpg
   The web resource contains a picture for the word huts.

2. The teacher resolves Students’ difficulties related to the meaning of the vocabulary thatched roofs from the web resource http://www.thefreedictionary.com/thatched+roof
   The web resource contains pronunciation and meaning of the word thatched roofs.

3. The teacher resolves Students’ difficulties related to the pronunciation and meaning of the vocabulary shingles from the web resource http://oald8.oxfordlearnersdictionaries.com/dictionary/shingle.
   The web resource contains pronunciation and meaning of the word shingles.

4. The teacher resolves Students’ difficulties related to the meaning of vocabulary green with moss from the web resource from the website http://fineartamerica.com/featured/mossy-wood-shingles-terry-watts.html
   The web resource contains a picture of the vocabulary green with moss.

5. The teacher resolves Students’ difficulties related to the pronunciation and meaning of vocabulary pastured from the web resource from the web resource http://www.thefreedictionary.com/pastured
   The web resource contains pronunciation and meaning of the word pastured.

6. The teacher resolves Students’ difficulties related to the meaning of vocabulary fields from the web

They gave appropriate responses.

Students resolved their difficulties related to the meaning of vocabulary huts with the help of web resource provided by the teacher.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary thatched roofs with the help of web resource provided by the teacher.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary shingles with the help of web resource provided by the teacher.

Students resolved their difficulties related to the meaning of vocabulary shingles with the help of web resource provided by the teacher.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary pastured with the help of web resource provided by the teacher.

Students resolved their difficulties related to the meaning


**Phase 4: Web Integrated Activity for Language Learning**

The teacher divides the students into pairs or groups of three students. The teacher directs the Students to access the internet. They are asked to view the paintings from the following web resources.


The web resources provide famous paintings depicting of vocabulary fields with the help of web resource provided by the teacher.

Students resolved their difficulties related to the meaning of vocabulary white beard with the help of web resource provided by the teacher.

Students resolved their difficulties related to the meaning of vocabulary chickens with the help of web resource provided by the teacher.

Students resolved their difficulties related to the meaning of vocabulary stout boots with the help of web resource provided by the teacher.

They became interested in clarifying their difficulties with the help of web resources.

The students listened to the direction of the teacher. They followed the direction accordingly.

They enjoyed the paintings from the web resources.

They became more attentive.

The students participated in the discussion very actively.
life in a country side and the beauty of a rural setting. The students are asked to discuss about the painting they have selected. They are also asked to find out the major features of the painting they have selected. Then the teacher asks the students to prepare a write-up by comparing the village of Lentshin with the selected painting.

**Phase 5: Web Integrated Language Activity for Fun and Enjoyment**

The Teacher asks the students to enjoy any one edutainment from the following suggested websites:


The web resources provide the spelling games and vocabulary games.

**Phase 6: Recapitulation**

The Teacher summarises the lesson to the students and thus ensures their learning.

**Phase 7: Follow up**

Write a short paragraph about the most beautiful place you have visited.
Lesson Plan No.2 for
Web Integrated English Language Learning

Class Details
Name of the teacher: Janeepa P. A. Standard : IX
Name of the School: St. Thomas High School, Thiroor Strength : 30/35
Subject: English Duration : 40 mins.
Unit: I - Roots
Sub unit: Paragraphs 2 to 3 of The Son from America

Objectives
To enable the students
1. to speak and write correct English.
2. to enjoy communicating in English.
3. to learn English in relaxed environment.
4. to develop interest in English language.
5. to develop vocabulary.
6. to take initiative in points for discussion.
7. to familiarise the theme of passage.

Pre-requisites
1. The students have learned short stories in English.
2. The students have acquired basic computer skills.

Learning Resources
1. Computer with internet connection
2. LCD Projector
3. Ordinary classroom teaching aids
4. Web Resources accessed from
   • http://postalmag.com/blog/?cat=8
   • http://www.flickr.com/photos smithsonian/2550236041/
   • http://dictionary.cambridge.org/dictionary/english/millionaire
   • http://oald8.oxfordlearnersdictionaries.com/dictionary/flour_1
   • http://englishplus.com/grammar/00000144.htm
   • http://www.wikihow.com/Write-a-Friendly-Letter
   • http://www.learnenglishkids.britishcouncil.org/en/
   • http://www.funenglishgames.com/spellinggames.html
### Process

<table>
<thead>
<tr>
<th>Phase 1: Motivation</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Teacher and students engage in some informal talk. The teacher projects onto a screen a video from the website <a href="http://postalmag.com/blog/?cat=8">http://postalmag.com/blog/?cat=8</a>. The video shows the delivery of mail in a rural area by a post man. Based on the video seen, a discussion is held between the teacher and the students. In the lesson the author reports a letter carrier frequently visits Berl and his wife to deliver their son Samuel’s letter. Further the rest of the lesson is introduced to the students.</td>
<td>The students gave appropriate responses and listened attentively. They eagerly watched the video. The students participated in the discussion very actively. They expressed their opinion to the teacher.</td>
</tr>
</tbody>
</table>

| Phase 2: Textual Reading | |
|--------------------------| |
| The teacher asks the students to read the content provided as the E-Text. The couple had a son, Samuel, who had gone to America forty years ago. It was said in Lentshin that he became a millionaire there. Every month, the Lentshin letter carrier brought old Berl a money order and a letter that no one could read because many of the words were English. How much money Samuel sent his parents remained a secret. They never seemed to use the money. What for? The garden, the cow and the goat provided most of their needs. Besides, Berlcha sold chickens and eggs and from these there was enough to buy flour for bread. | The students read the passage. |

<table>
<thead>
<tr>
<th>Phase 3: Identifying and Resolving Difficulties</th>
<th>Students resolved their difficulties related to the pronunciation and meaning of vocabulary millionaire with the help of web resource provided by the teacher.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher resolves Students’ difficulties of vocabulary with the help of the following web resources.</td>
<td></td>
</tr>
<tr>
<td>2. The teacher resolves Students’ difficulties related to the meaning of the vocabulary letter carrier from the</td>
<td></td>
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</tbody>
</table>
website
http://www.flickr.com/photos/smithsonian/2550236041/
The web resource contains a picture for the word letter carrier.

3. The teacher resolves Students’ difficulties related to the meaning of the vocabulary flour from the website http://oald8.oxfordlearnersdictionaries.com/dictionary/flour_1

The web resource contains pronunciation and meaning of the word flour.

<table>
<thead>
<tr>
<th><strong>Phase 4: Web Integrated Activity for Language Learning</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher divides the students into pairs or groups of three students.</td>
</tr>
<tr>
<td>The teacher directs the Students to access the internet.</td>
</tr>
<tr>
<td>The teacher asks the students to prepare a letter written by Samuel to his parents.</td>
</tr>
<tr>
<td>The teacher directs them to use the following web resources</td>
</tr>
<tr>
<td>The web resources contain the model letters and directions of writing letters.</td>
</tr>
<tr>
<td>Then the teacher asks the students to prepare a letter written by Samuel to his parents.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Phase 5: Web Integrated Language Activity for Fun and Enjoyment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Teacher asks the students to enjoy any one edutainment from among the following suggested websites:</td>
</tr>
<tr>
<td>The web resources provide the spelling games and vocabulary games.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Phase 6: Recapitulation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Teacher summarises the lesson to the students and thus ensures their learning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Phase 7: Follow up</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a review about any one of the important letters written by an eminent person.</td>
</tr>
</tbody>
</table>

difficulties related to the meaning of vocabulary letter carrier with the help of web resource provided by the teacher.

Students resolved their difficulties related to the meaning of vocabulary flour with the help of web resource provided by the teacher. They became interested in clarifying their difficulties with the help of web resources.

The students listened to the direction carefully and acted accordingly.

The students listened attentively. The students became relaxed to answer the question.

They actively discussed and wrote the letter.

The students listened to the direction of the teacher carefully and acted accordingly.

They enjoyed the edutainment.

The students listened attentively.

The students made a review of the letter written by an eminent person.
Lesson Plan No.3 for  
Web Integrated English Language Learning

Class Details

Name of the teacher: Janeepa P. A.  
Name of the School: St. Thomas High School, Thiroor  
Subject: English

Unit: I - Roots

Sub unit: Paragraphs 4 to 5 of The Son from America

Objectives

To enable the students

1. to speak and write correct English.
2. to enjoy communicating in English.
3. to learn English in relaxed environment.
4. to develop interest in English language.
5. to develop vocabulary.
6. to take initiative in points for discussion.
7. to familiarise the theme of passage.

Pre-requisites

1. The students have learned short stories in English.
2. The students have acquired basic computer skills.

Learning Resources

1. Computer with internet connection
2. LCD Projector
3. Ordinary classroom teaching aids
4. Web Resources accessed from

- [http://haroldgardner.files.wordpress.com/2013/01/thief.jpg](http://haroldgardner.files.wordpress.com/2013/01/thief.jpg)
- [http://www.thefreedictionary.com/rule+the+roost](http://www.thefreedictionary.com/rule+the+roost)
- [http://farm4.static.flickr.com/3537/3471680990_ea0e24c06d.jpg](http://farm4.static.flickr.com/3537/3471680990_ea0e24c06d.jpg)
Appendix A

- [http://www.funenglishgames.com/spellinggames.html](http://www.funenglishgames.com/spellinggames.html)

<table>
<thead>
<tr>
<th>Process</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase 1: Motivation</strong></td>
<td>The students gave appropriate responses. They watch the photos of synagogues.</td>
</tr>
<tr>
<td>The Teacher and students engage in some informal talk. The teacher</td>
<td></td>
</tr>
<tr>
<td>projects onto a screen a series of photos from the website <a href="http://www.jewishvirtuallibrary.org/jsource/Judaism/synpoland.html">http://www.jewishvirtuallibrary.org/jsource/Judaism/synpoland.html</a></td>
<td></td>
</tr>
<tr>
<td>It includes the photos of different synagogues of Poland, which gives</td>
<td></td>
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<tr>
<td>the students historical information about the devotional life of the</td>
<td></td>
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<tr>
<td>people of Poland. Based on the photos seen, a discussion is held</td>
<td></td>
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<tr>
<td>between the teacher and the students. Then the teacher introduces the</td>
<td></td>
</tr>
<tr>
<td>rest of the lesson to the students.</td>
<td></td>
</tr>
<tr>
<td><strong>Phase 2: Textual Reading</strong></td>
<td>The students participate in the discussion very actively. They expressed</td>
</tr>
<tr>
<td>The teacher asks the students to read the content provided as the E-</td>
<td>their opinion about religious places to the teacher. The students</td>
</tr>
<tr>
<td>Text.</td>
<td>became interested in the lesson.</td>
</tr>
<tr>
<td>“No one cared to know where Berl kept the money his son sent him. There</td>
<td></td>
</tr>
<tr>
<td>were no thieves in Lentshin. The hut consisted of one room which</td>
<td></td>
</tr>
<tr>
<td>contained all their belongings: the table, the shelf for meat, the</td>
<td></td>
</tr>
<tr>
<td>shelf for milk foods, the two beds and the clay oven. Sometimes the</td>
<td></td>
</tr>
<tr>
<td>chickens roosted in the woodshed and sometimes, when it was cold, in</td>
<td></td>
</tr>
<tr>
<td>a coop near the oven. The goat, too, found shelter inside when the</td>
<td></td>
</tr>
<tr>
<td>weather was bad. The more prosperous villagers had kerosine lamps, but</td>
<td></td>
</tr>
<tr>
<td>Berl and his wife did not believe in new gadgets. Only for the Sabbath</td>
<td></td>
</tr>
<tr>
<td>would Berlcha buy candles from the store. Once in a while when Berl</td>
<td></td>
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<tr>
<td>came home from the synagogue, he brought news to his wife. Berlcha</td>
<td></td>
</tr>
<tr>
<td>listened and shook her head. Her face was yellowish and wrinkled like</td>
<td></td>
</tr>
<tr>
<td>a cabbage leaf. She was half deaf. Berl had to repeat each word he</td>
<td></td>
</tr>
<tr>
<td>said to her”.</td>
<td></td>
</tr>
<tr>
<td><strong>Phase 3: Identifying and Resolving Difficulties</strong></td>
<td></td>
</tr>
<tr>
<td>The teacher resolves Students’ difficulties of vocabulary with the</td>
<td></td>
</tr>
<tr>
<td>help of the following web resources.</td>
<td></td>
</tr>
</tbody>
</table>
1. The teacher resolves Students’ difficulties related to the meaning of the vocabulary thieves from the web resource http://haroldgardner.files.wordpress.com/2013/01/thief.jpg The web resource contains a picture for the word thieves.

2. The teacher resolves Students’ difficulties related to the meaning of the vocabulary roosted from the web resource http://www.thefreedictionary.com/rule+the+roost The web resource contains the meaning and pronunciation of the word roosted.

3. The teacher resolves Students’ difficulties related to the meaning of the vocabulary coop from the website http://www.thefreedictionary.com/coop The web resource contains the meaning and pronunciation of the word coop.

4. The teacher resolves Students’ difficulties related to the meaning of the vocabulary kerosine lamp from the website http://www.photodictionary.com/phrase/4131/kerosine-lamp.htm The web resource contains a picture of the word kerosine lamp.

5. The teacher resolves Students’ difficulties related to the meaning of the vocabulary gadgets from the website http://www.thefreedictionary.com/gadget The web resource contains the meaning and pronunciation of the word gadgets.

6. The teacher resolves Students’ difficulties related to the meaning of the vocabulary synagogue from the website http://www.thefreedictionary.com/synagogue The web resource contains the meaning and pronunciation of the word synagogue.

7. The teacher resolves Students’ difficulties related to the meaning of the vocabulary wrinkled from the website http://farm4.static.flickr.com/3537/3471680990_ea0e24c06d.jpg The web resource contains a photo of the word wrinkled.

Appendix A

Students resolved their difficulties related to the meaning of vocabulary thieves with the help of web resource provided by the teacher.

Students resolved their difficulties related to the meaning of vocabulary roosted with the help of web resource provided by the teacher.

Students resolved their difficulties related to the meaning of vocabulary coop with the help of web resource provided by the teacher.

Students resolved their difficulties related to the meaning of vocabulary kerosine lamp with the help of web resource provided by the teacher.

Students resolved their difficulties related to the meaning of vocabulary gadgets with the help of web resource provided by the teacher.

Students resolved their difficulties related to the meaning of vocabulary synagogue with the help of web resource provided by the teacher.

Students resolved their difficulties related to the meaning of vocabulary wrinkled with the help of web resource provided by the teacher.

**Phase 4: Web Integrated Activity for Language Learning**
The teacher divides the students into different groups. The teacher directs the students to access the internet. The teacher directs them to find the names of different religious groups and their places of worship. The teacher directs them to use Google search engine for their search. Then the teacher asks each group of students to present the list to the rest of the students.

**Phase 5: Web Integrated Language Activity for Fun and Enjoyment**

The web resources provide the spelling games and vocabulary games.

**Phase 6: Recapitulation**
The Teacher summarises the lesson to the students and thus ensures their learning.

**Phase 7: Follow up**
Collect pictures of famous worshipping places of various religious groups in India.

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Students resolved their difficulties related to the meaning of the word deaf. They became interested in clarifying their difficulties with the help of web resources.

The students listened the direction carefully and act accordingly. The students became relaxed to furnish the answer. They actively discussed and presented the answer.

They gave appropriate responses and acted accordingly. The students were relaxed while engaging in edutainment.

They enjoyed the edutainment.

The students listened attentively.

The students collected pictures of religious places.
Lesson Plan No.4 for
Web Integrated English Language Learning

Class Details

Name of the teacher:  Janeepa P. A.                     Standard : IX
Name of the school: St. Thomas High School, Thiroor       Strength : 30/35
Subject: English                     Duration : 40 mins.
Unit: I - Roots
Sub unit:  Paragraphs 6 to 7 of The Son from America

Objectives

To enable the students
  1. to speak and write correct English.
  2. to enjoy communicating in English.
  3. to reduce their stress in learning English.
  4. to develop interest in English language.
  5. to develop vocabulary.
  6. to take initiative in points for discussion.
  7. to familiarise the theme of passage.

Pre-requisites

1. The students have learned short stories in English.
2. The students have acquired basic computer skills.

Learning Resources

1. Computer with internet connection
2. LCD Projector
3. Ordinary classroom teaching aids
4. Web Resources accessed from
   • http://www.acuteaday.com/blog/tag/mother-and-baby-cow/
   • http://www.caminodesantiago.me/wp-content/uploads/glasses.jpg
   • http://oald8.oxfordlearnersdictionaries.com/dictionary/barely
   • http://www.grammar-monster.com/lessons/either_or_neither_nor_double_negative.htm
   • http://flabbergastenglish.blogspot.in/2010/08/neither-nor-and-either-or.html
   • http://www.grammar-monster.com/tests/test_either_neither.htm
   • http://www.myenglishpages.com/site_php_files/grammar-exercise-either-or-neither-nor.php
   • http://www.learnenglishkids.britishcouncil.org/en/
### Process

<table>
<thead>
<tr>
<th>Phase 1: Motivation</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Teacher and students engage in some informal talk. The teacher reviews the students’ knowledge about the previous lesson.</td>
<td>The students gave appropriate responses and listened attentively.</td>
</tr>
<tr>
<td>The teacher projects onto a screen an article from the web resource <a href="http://paper.standartnews.com/en/article.php?d=2013-04-26&amp;article=42637">http://paper.standartnews.com/en/article.php?d=2013-04-26&amp;article=42637</a>, which reports that a group of emigrants don’t want to return their home place.</td>
<td>They watched and listened to the article with interest.</td>
</tr>
<tr>
<td>The teacher reads the article. Then the teacher initiates a discussion with the students about the reasons which prevents the emigrants from returning to their native village. Then the teacher introduces the passage in which the village Lentshin also experiencing a similar situation. Further the lesson is introduced to the students.</td>
<td>The students participated in the discussion very actively. They expressed their opinion about the topic to the teacher.</td>
</tr>
</tbody>
</table>

**Phase 2: Textual Reading**

The teacher asks the students to read the content provided as the E-Text.

Here in Lentshin nothing happened except the usual events: a cow gave birth to a calf, a young couple got married. Actually, Lentshin had become a village with few young people. The young men left for Warsaw and sometimes for the United States. Like Samuel, they sent letters and photographs in which the men wore top hats and the women fancy dresses.

Berl and Berlcha also received such photographs. But their eyes were failing and neither he nor she had glasses. They could barely make out the pictures. Samuel had sons and daughters and grandchildren. Their names were so strange that Berl and Berlcha could never remember them. But what difference do names make?

**Phase 3: Identifying and Resolving Difficulties**

The teacher resolves Students’ difficulties of vocabulary with the help of the following web resources.


### Phase 4: Web Integrated Activity for Language Learning

The teacher divides the students into different groups. The teacher directs the students to access the internet. The teacher asks them to practice ‘neither...nor’ from the following web resources.

- a. [http://www.grammar-monster.com/lessons/either_or_neither_nor_double_negative.htm](http://www.grammar-monster.com/lessons/either_or_neither_nor_double_negative.htm)
- b. [http://flabbergastenglish.blogspot.in/2010/08/neither-nor-and-either-or.html](http://flabbergastenglish.blogspot.in/2010/08/neither-nor-and-either-or.html) These web resources provide rules for using ‘neither...nor’

Then the teacher asks them to use the following web resources


### Phase 5: Web Integrated Language Activity for Fun and Enjoyment

The Teacher asks the students to enjoy any one edutainment from the following suggested websites: [http://www.learnenglishkids.britishcouncil.org/en/](http://www.learnenglishkids.britishcouncil.org/en/)

Students resolved their difficulties related to the meaning of vocabulary *calf* with the help of web resource provided by the teacher.

Students resolved their difficulties related to the meaning of vocabulary *glasses* with the help of web resource provided by the teacher.

Students resolved their difficulties related to the meaning of vocabulary *barely* with the help of web resource provided by the teacher. They became interested in clarifying their difficulties with the help of web resources.

The students listened to the direction attentively and followed it accordingly.

They actively attended the practice test.

They became relaxed while attending the practice test.

They gave appropriate responses and acted accordingly.
The web resources provide the spelling games and vocabulary games.

Phase 6: Recapitulation
The Teacher summarises the lesson to the students and thus ensures their English language learning.

Phase 7: Follow up
Write a short paragraph on the fascinating features about a place other than their native place.

The students were relaxed in their edutainment.

The students listened attentively.

They wrote a paragraph on the fascinating features about a place.
Lesson Plan No.5 for
Web Integrated English Language Learning

Class Details
Name of the teacher: Janeepa P. A. Standard : IX
Name of the school: St. Thomas High School, Thiroor Strength : 30/35
Subject: English Duration : 40 mins.
Unit: I - Roots
Sub unit: Paragraphs 8 to 9 of The Son from America

Objectives
To enable the students

1. to speak and write correct English.
2. to enjoy communicating in English.
3. to develop interest in English language.
4. to learn English in relaxed environment.
5. to develop vocabulary.
6. to take initiative in points for discussion.
7. to familiarise the theme of passage.

Pre-requisites
1. The students have learned short stories in English.
2. The students have acquired basic computer skills.

Learning Resources
1. Computer with internet connection
2. LCD Projector
3. Ordinary classroom teaching aids
4. Web Resources accessed from
   - http://www.thehindu.com/opinion/open-page/parents-or-the-pot-of-gold/article4085771.ece
   - http://oald8.oxfordlearnersdictionaries.com/dictionary/kneading#knead
   - http://oald8.oxfordlearnersdictionaries.com/dictionary/Yiddish
<table>
<thead>
<tr>
<th>Process</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase 1: Motivation</strong>&lt;br&gt;The Teacher and students engage in some informal talk. The teacher reviews the students’ knowledge about the previous lesson. The teacher projects onto a screen a newspaper article from the website <a href="http://www.thehindu.com/opinion/open-page/parents-or-the-pot-of-gold/article4085771.ece">http://www.thehindu.com/opinion/open-page/parents-or-the-pot-of-gold/article4085771.ece</a>&lt;br&gt;The article states that it has always been a puzzle that many people choose to live abroad leaving the elderly parents in their homeland. Based on the article, a discussion is held between the teacher and the students about the condition of the elderly parents in their homeland and their long awaiting for their son/daughter. Further the rest of the lesson is introduced to the students in which the son Samuel returns to his village after long years.</td>
<td>The students gave appropriate responses and listened to the teacher attentively. They watched the article and listened to the teacher with interest. The students participated in discussion and expressed their opinion about the topic to the teacher.</td>
</tr>
<tr>
<td><strong>Phase 2: Textual Reading</strong>&lt;br&gt;The teacher asks the students to read the content provided as the E-Text.&lt;br&gt;&lt;br&gt;One Friday morning, when Berlcha was <em>kneading</em> the dough for the Sabbath loaves, the door opened and a nobleman entered. He was so tall that he had to bend down to get through the door. He was followed by the coachman who carried two leather suitcases. In <em>astonishment</em> Berlcha raised her eyes.&lt;br&gt;&lt;br&gt;The nobleman looked around and said to the coachman in Yiddish, 'Here it is.' He took out a silver <em>rouble</em> and paid him. Then he said, 'You can go now.'</td>
<td>The students read the passage.</td>
</tr>
<tr>
<td><strong>Phase 3: Identifying and Resolving Difficulties</strong>&lt;br&gt;The teacher resolves Students’ difficulties of vocabulary with the help of the following web resources.</td>
<td>Students resolved their difficulties related to the meaning of vocabulary <em>kneading</em> with the help of web resource provided by the teacher.</td>
</tr>
<tr>
<td>1. The teacher resolves Students’ difficulties related to the meaning of the vocabulary <em>kneading</em> from the website <a href="http://oald8.oxfordlearnersdictionaries.com/dictionary/kneading#knead">http://oald8.oxfordlearnersdictionaries.com/dictionary/kneading#knead</a>&lt;br&gt;The web resource contains pronunciation and meaning of the word <em>kneading</em>.</td>
<td></td>
</tr>
</tbody>
</table>
2. The teacher resolves Students’ difficulties related to the meaning of vocabulary dough from the website http://ru.zemmrate.com/uploads/posts/2013-01/1359368132_4.jpg
   The web resource contains a picture of the vocabulary dough

3. The teacher resolves Students’ difficulties related to the pronunciation and meaning of vocabulary Sabbath from the web resource http://oald8.oxfordlearnersdictionaries.com/dictionary/sabbath
   The web resource contains pronunciation and meaning of the word Sabbath.

4. The teacher resolves Students’ difficulties related to the pronunciation and meaning of vocabulary loaves from the web resource http://oald8.oxfordlearnersdictionaries.com/dictionary/loaf
   The web resource contains pronunciation and meaning of the word loaves.

5. The teacher resolves Students’ difficulties related to the pronunciation and meaning of vocabulary astonishment from the website http://www.thefreedictionary.com/astonishment
   The web resource contains pronunciation and meaning of the word astonishment.

6. The teacher resolves Students’ difficulties related to the pronunciation and meaning of vocabulary Yiddish from the web resource http://oald8.oxfordlearnersdictionaries.com/dictionary/Yiddish
   The web resource contains pronunciation and meaning of the word Yiddish.

7. The teacher resolves Students’ difficulties related to the pronunciation and meaning of vocabulary rouble from the web resource http://oald8.oxfordlearnersdictionaries.com/dictionary/rouble
   The web resource contains pronunciation and meaning of the word rouble.

Students resolved their difficulties related to the meaning of vocabulary dough with the help of web resource provided by the teacher.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary Sabbath with the help of web resource provided by the teacher.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary loaves with the help of web resource provided by the teacher.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary astonishment with the help of web resource provided by the teacher.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary Yiddish with the help of web resource provided by the teacher.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary rouble with the help of web resource provided by the teacher.

They became interested in clarifying their difficulties with the help of web resources.
Phase 4: Web Integrated Activity for Language Learning
The teacher divides the students into different groups. The teacher directs the students to access the internet. They are asked to prepare a list comprising major languages of the world and the names of different countries in which the languages were spoken by their people. The teacher directs them to use Google search engine for their search. The teacher asks the students to discuss with their group members and finalise their answer using the information gained from their search using Google search engine. And the students are asked to present the list prepared by each group to the rest of students.

Phase 5: Web Integrated Language Activity for Fun and Enjoyment
The Teacher asks the students to enjoy any one edutainment from the following suggested websites:
http://www.learnenglishkids.britishcouncil.org/en/
http://www.funenglishgames.com/spellinggames.html
The web resources provide the spelling games and vocabulary games.

Phase 6: Recapitulation
The Teacher summarises the lesson to the students and thus ensures their English language learning.

Phase 7: Follow up
Prepare a list of various languages of India and the names of different states in which the languages were spoken by their people.

The students listened to the direction carefully and acted accordingly.

The students became relaxed and confident in preparing their answer.

They gave appropriate responses and followed the direction given by the teacher.

They were relaxed in their edutainment.

The students listened attentively.

They prepared a list of various languages of India and the names of different states in which the languages were spoken by their people.
Lesson Plan No.6 for
Web Integrated English Language Learning

Class Details
Name of the teacher: Janeepa P. A.                        Standard : IX
Name of the School: St. Thomas High School, Thiroor          Strength : 30/35
Subject: English                                               Duration : 40 mins.
Unit: I - Roots
Sub unit: Paragraphs 10 of The Son from America

Objectives
To enable the students
1. to speak and write correct English.
2. to enjoy communicating in English.
3. to learn English in relaxed environment.
4. to develop interest in English language.
5. to develop vocabulary.
6. to take initiative in points for discussion.
7. to familiarise the theme of passage.

Pre-requisites
1. The students have learned short stories in English.
2. The students have acquired basic computer skills.

Learning Resources
1. Computer with internet connection
2. LCD Projector
3. Ordinary classroom teaching aids
4. Web Resources accessed from
   - http://www.youtube.com/watch?v=ScbmQwZi6pl
   - http://oald8.oxfordlearnersdictionaries.com/dictionary/hugged#hug_1
   - http://oald8.oxfordlearnersdictionaries.com/dictionary/piled#pile_1
   - http://www.grammar.cl/Notes/Like_vs_As.htm
   - http://learnenglish.britishcouncil.org/en/grammar-reference/and
### Process

<table>
<thead>
<tr>
<th>Phase 1: Motivation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Teacher and students engage in some informal talk. The teacher reviews the students’ knowledge about the previous lesson. The teacher projects onto a screen a video from the website <a href="http://www.youtube.com/watch?v=5cbmQwZi6pI">http://www.youtube.com/watch?v=5cbmQwZi6pI</a> The video is about the reunion of a mother with her child. Based on the pictures seen, a discussion is held between the teacher and the students about the feeling experienced by a mother on their meeting towards her son after long years. Further the rest of the lesson is introduced to the students in which the old parents meet their son after long years.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase 2: Textual Reading</th>
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<tbody>
<tr>
<td>The teacher asks the students to read the content provided as the E-Text. When the coachman closed the door, the nobleman said, 'Mother, it’s me, your son Samuel-Sam.' Berlcha heard the words and her legs grew <strong>numb</strong>. Her hands lost their power. The nobleman <strong>hugged</strong> her, kissed her forehead and both her cheeks. Berlcha began to <strong>cackle</strong> like a hen, 'My son!' At that moment Berl came in from the woodshed, his arms <strong>piled</strong> with logs. The goat followed him. When he saw a nobleman kissing his wife, Berl dropped the wood and exclaimed, 'What is this?'</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase 3: Identifying and Resolving Difficulties</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>The teacher resolves Students’ linguistic difficulties in the passage, viz. those related to vocabulary, pronunciation and the like with the help of the following web resources. 1. The teacher resolves Students’ difficulties related to the pronunciation and meaning of vocabulary <strong>numb</strong> from the web resource <a href="http://oald8.oxfordlearnersdictionaries.com/dictionary/numb">http://oald8.oxfordlearnersdictionaries.com/dictionary/numb</a> The web resource contains pronunciation and meaning of the word <strong>numb</strong>. 2. The teacher resolves Students’ difficulties related to the pronunciation and meaning of vocabulary <strong>hugged</strong> from the web resource <a href="http://oald8.oxfordlearnersdictionaries.com/dictionary/hugged#hug_1">http://oald8.oxfordlearnersdictionaries.com/dictionary/hugged#hug_1</a> The web resource contains pronunciation and</td>
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### Response

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<tbody>
<tr>
<td>The students gave good responses and listened attentively. They eagerly watch the video. The students participated in the discussion very actively. They expressed their opinion about the topic to the teacher. The students read the passage. They gave appropriate responses. Students resolved their difficulties related to the pronunciation and meaning of vocabulary <strong>numb</strong> with the help of web resource provided by the teacher. Students resolved their difficulties related to the pronunciation and meaning of vocabulary <strong>hugged</strong> with the help of web resource provided by the teacher.</td>
<td></td>
</tr>
</tbody>
</table>
meaning of the word hugged.

3. The teacher resolves Students’ difficulties related to the pronunciation and meaning of vocabulary cackle from the website http://oald8.oxfordlearnersdictionaries.com/dictionary/cackle
   The web resource contains pronunciation and meaning of the word cackle.

4. The teacher resolves Students’ difficulties related to the pronunciation and meaning of vocabulary piled from the website http://oald8.oxfordlearnersdictionaries.com/dictionary/piled#pile_1
   The web resource contains pronunciation and meaning of the word piled.

Phase 4: Web Integrated Activity for Language Learning
The teacher divides the students into different groups. The teacher directs the Students to access the internet. They are asked to read sentences from the following web resources.
   b. http://www.grammar.cl/Notes/Like_vs_As.htm

The web resources provide sentences with the expression ‘like’, which is used for comparison purpose in sentences. And the students are asked to write similar sentences with ‘like’ for the purpose of comparison and present it to the rest of students.

Phase 5: Web Integrated Language Activity for Fun and Enjoyment
The Teacher asks the students to enjoy any one edutainment from the following suggested websites:

The web resources provide the spelling games and vocabulary games.

Phase 6: Recapitulation
The Teacher summarises the lesson to the students and thus ensures their English language learning.

Phase 7: Follow up
Write an appreciation about mother’s emotional reaction on her son’s visit.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary cackle with the help of web resource provided by the teacher.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary piled with the help of web resource provided by the teacher. They became interested in clarifying their difficulties with the help of web resources.

The students listened to the directions of the teacher attentively and acted accordingly.

The students became relaxed and confident in preparing their answer.

They gave appropriate responses and followed the direction given by the teacher.

The students were relaxed in their edutainment.

They wrote an about mother’s emotional reaction on her son’s visit.
Lesson Plan No.7 based on
Web Integrated English Language Learning

Class Details
Name of the teacher: Janeepa P. A.  Standard: IX
Name of the school: St. Thomas High School, Thiroor  Strength: 30/35
Subject: English  Duration: 40 mins.
Unit: I - Roots
Sub unit: Paragraphs 11 of The Son from America

Objectives
To enable the students
1. to speak and write correct English.
2. to enjoy communicating in English.
3. to learn English in relaxed environment.
4. to develop interest in English language.
5. to develop vocabulary.
6. to take initiative in points for discussion.
7. to familiarise the theme of passage.

Pre-requisites
1. The students have learned short stories in English.
2. The students have acquired basic computer skills.

Learning Resources
1. Computer with internet connection
2. LCD Projector
3. Ordinary classroom teaching aids
4. Web Resources accessed from
   - http://dailyenglish24.blogspot.in/2013/01/dialogue-between-father-and-son-on.html
   - http://www.thefreedictionary.com/embraced
   - http://oald8.oxfordlearnersdictionaries.com/dictionary/reminded#remind
   - http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1457_gramchallenge35/
   - http://www.english-at-home/grammar/reported-speech/
Appendix A

- [http://a4esl.org/q/h/9901/tm-reported1.html](http://a4esl.org/q/h/9901/tm-reported1.html)
- [http://www.funenglishgames.com/spellinggames.html](http://www.funenglishgames.com/spellinggames.html)

<table>
<thead>
<tr>
<th>Process</th>
<th>Response</th>
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</thead>
<tbody>
<tr>
<td><strong>Phase 1: Motivation</strong></td>
<td></td>
</tr>
<tr>
<td>The Teacher and students engage in some informal talk.</td>
<td></td>
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<tr>
<td>The teacher reviews the students’ knowledge about the previous lesson.</td>
<td></td>
</tr>
<tr>
<td>The teacher projects onto a screen conversation between a</td>
<td></td>
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<tr>
<td>father and a son from the website</td>
<td></td>
</tr>
<tr>
<td><a href="http://dailyenglish24.blogspot.in/2013/01/dialogue-between-father-and-son-on.html">http://dail yenglish24.blogspot.in/2013/01/dialogue-between-father-and-son-on.html</a></td>
<td></td>
</tr>
<tr>
<td>The teacher a directs them to read the conversation.</td>
<td></td>
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<tr>
<td>Based on the conversation, a discussion is held between the</td>
<td></td>
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<tr>
<td>teacher and the students.</td>
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</tr>
<tr>
<td>Then the teacher introduces the passage which involves the</td>
<td></td>
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<tr>
<td>conversation between Berl and his son Samuel.</td>
<td></td>
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<tr>
<td>Thus the rest of the lesson is introduced to the students.</td>
<td></td>
</tr>
<tr>
<td><strong>Phase 2: Textual Reading</strong></td>
<td></td>
</tr>
<tr>
<td>The teacher asks the students to read the content provided as the</td>
<td></td>
</tr>
<tr>
<td>E-Text</td>
<td></td>
</tr>
<tr>
<td>The nobleman let go of Berlcha and embraced Berl.</td>
<td></td>
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<tr>
<td>'Father!'</td>
<td></td>
</tr>
<tr>
<td>For a long time Berl was unable to utter a sound. Then he asked, 'Are you Samuel?'</td>
<td></td>
</tr>
<tr>
<td>'Yes, Father, I am Samuel.'</td>
<td></td>
</tr>
<tr>
<td>'Well, peace be with you.' Berl grasped his son’s hand. He was still not sure that he was not being fooled. Samuel wasn’t as tall and heavy as this man, but then Berl reminded himself that Samuel was only fifteen years old when he had left home.</td>
<td></td>
</tr>
<tr>
<td>Berl asked, 'Why didn’t you let us know that you were coming?'</td>
<td></td>
</tr>
<tr>
<td>'Didn’t you receive my cable?' Samuel asked.</td>
<td></td>
</tr>
<tr>
<td>Berl did not know what a cable was.</td>
<td></td>
</tr>
<tr>
<td><strong>Phase 3: Identifying and Resolving Difficulties</strong></td>
<td></td>
</tr>
<tr>
<td>The teacher resolves Students’ difficulties of vocabulary with the help of the following web resources.</td>
<td></td>
</tr>
<tr>
<td>1. The teacher resolves Students’ difficulties related to the</td>
<td></td>
</tr>
<tr>
<td>pronunciation and meaning of the vocabulary</td>
<td></td>
</tr>
</tbody>
</table>
embraced from the website http://www.thefreedictionary.com/embraced
The web resource contains pronunciation and meaning of the word embraced.

2. The teacher resolves Students’ difficulties related to the pronunciation and meaning of the vocabulary utter from the website http://www.thefreedictionary.com/utter
The web resource contains pronunciation and meaning of the word utter.

3. The teacher resolves Students’ difficulties related to the pronunciation and meaning of the vocabulary grasped from the website http://www.collinsdictionary.com/dictionary/english/grasping
The web resource contains pronunciation and meaning of the word grasped.

4. The teacher resolves Students’ difficulties related to the pronunciation and meaning of the vocabulary reminded from the web resource http://oald8.oxfordlearnersdictionaries.com/dictionary/reminded#remind
The web resource contains pronunciation and meaning of the word reminded.

Phase 4: Web Integrated Activity for Language Learning
The teacher divides the students into different groups. The teacher directs the Students to access the internet. Then the teacher asks the students to read the sentences from the following web resources.


The web resources provide reported conversation to the students and teacher asks them to read the reported speech. Then the teacher asks the students to discuss and report the conversation between father and his son in the lesson. They are asked to present the answer in the class.

The students listened to the directions of the teacher attentively and followed the direction accordingly.

They prepared the answer.

The students became relaxed and confident in preparing their answer.
### Phase 5: Web Integrated Language Activity for Fun and Enjoyment

The Teacher asks the students to enjoy any one edutainment from the following suggested websites:

b. [http://a4esl.org/q/h/9901/tm-reported1.html](http://a4esl.org/q/h/9901/tm-reported1.html)

The web resources provide the spelling games and vocabulary games.

### Phase 6: Recapitulation

The Teacher summarises the lesson to the students and thus ensures their English language learning.

### Phase 7: Follow up

Write a conversation between father and a son.

<table>
<thead>
<tr>
<th></th>
<th>They gave appropriate responses and followed the direction given by the teacher.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>They were relaxed in their edutainment.</td>
</tr>
<tr>
<td></td>
<td>The students listened attentively.</td>
</tr>
<tr>
<td></td>
<td>They wrote a conversation between father and a son.</td>
</tr>
</tbody>
</table>
Lesson Plan No.8 for
Web Integrated English Language Learning

Class Details
Name of the teacher: Janeepa P. A. Standard: IX
Name of the school: St. Thomas High School, Thiroor Strength: 30/35
Subject: English Duration: 40 mins.
Unit: I - Roots
Sub unit: Paragraphs 12 to 13 of The Son from America

Objectives
To enable the students
1. to speak and write correct English.
2. to enjoy communicating in English.
3. to develop interest in English language.
4. to reduce the stress in learning English.
5. to develop vocabulary.
6. to take initiative in points for discussion.
7. to familiarise the theme of passage.

Pre-requisites
1. The students have learned short stories in English.
2. The students have acquired basic computer skills.

Learning Resources
1. Computer with internet connection
2. LCD Projector
3. Ordinary classroom teaching aids
4. Web Resources accessed from
   - http://www.youtube.com/watch?v=z49UOzZOMEY
   - http://oald8.oxfordlearnersdictionaries.com/dictionary/scraped#scrape_1
Appendix A


<table>
<thead>
<tr>
<th>Process</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase 1: Motivation</strong></td>
<td>The students gave appropriate responses and listen attentively.</td>
</tr>
<tr>
<td>The Teacher and students engage in some informal talk.</td>
<td>They eagerly watch the video.</td>
</tr>
<tr>
<td>The teacher reviews the students' knowledge about the previous lesson.</td>
<td>The students participated in discussion and presented their opinion about the topic to the teacher.</td>
</tr>
<tr>
<td>The teacher projects onto a screen a video which presents the story</td>
<td>They are interested to receive the lesson.</td>
</tr>
<tr>
<td>of samuel’s visit to his parents from the website <a href="http://www.youtube">http://www.youtube</a>.</td>
<td></td>
</tr>
<tr>
<td>com/watch?v=z49U0zZOMYE</td>
<td></td>
</tr>
<tr>
<td>Based on the video, a discussion is held between the teacher and the</td>
<td></td>
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<tr>
<td>students.</td>
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</tr>
<tr>
<td>Then the teacher introduces the passage which involves the happiness</td>
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<tr>
<td>of the parents on the arrival of their son Samuel.</td>
<td></td>
</tr>
<tr>
<td><strong>Phase 2: Textual Reading</strong></td>
<td></td>
</tr>
<tr>
<td>The teacher asks the students to read the passage provided as the</td>
<td></td>
</tr>
<tr>
<td>E-Text.</td>
<td></td>
</tr>
<tr>
<td>Berlcha had <strong>scraped</strong> the dough from her hands and <strong>enfolded</strong> her</td>
<td></td>
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<tr>
<td>son.</td>
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<tr>
<td>'I never thought I could live to see this. Now, I am happy to die,'</td>
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<tr>
<td>Berl said. Berl was <strong>amazed</strong>. These were just the words he could</td>
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<tr>
<td>have said earlier. After a while Berl came to himself and said, 'Berl-</td>
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<tr>
<td>cha, you will have to make a double Sabbath pudding in addition to the</td>
<td></td>
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<tr>
<td>stew.'</td>
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<tr>
<td>It was years since Berl had called Berlcha by her given name. Only</td>
<td></td>
</tr>
<tr>
<td>now did Berlcha begin to cry. Yellow tears ran from her eyes and</td>
<td></td>
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<tr>
<td>everything became dim. Then she called out, 'It’s Friday! I have to</td>
<td></td>
</tr>
<tr>
<td>prepare for the Sabbath.' Yes, she had to <strong>knead</strong> the dough for the</td>
<td></td>
</tr>
<tr>
<td>loaves. With such a guest, she had to make a larger Sabbath stew.</td>
<td></td>
</tr>
<tr>
<td>The students read the passage.</td>
<td></td>
</tr>
<tr>
<td><strong>Phase 3: Identifying and Resolving Difficulties</strong></td>
<td></td>
</tr>
<tr>
<td>The teacher resolves Students’ difficulties of vocabulary with the</td>
<td></td>
</tr>
<tr>
<td>help of the following web resources.</td>
<td></td>
</tr>
</tbody>
</table>
1. The teacher resolves Students’ difficulties related to the pronunciation and meaning of the vocabulary **scraped** from the website [http://oald8.oxfordlearnersdictionaries.com/dictionary/scraped#scrape_1](http://oald8.oxfordlearnersdictionaries.com/dictionary/scraped#scrape_1)
   The web resource contains pronunciation and meaning of the word **scraped**.

2. The teacher resolves Students’ difficulties related to the pronunciation and meaning of the vocabulary **enfolded** from the web resource [http://oald8.oxfordlearnersdictionaries.com/dictionary/enfolded#enfold](http://oald8.oxfordlearnersdictionaries.com/dictionary/enfolded#enfold)
   The web resource contains pronunciation and meaning of the word **enfolded**.

3. The teacher resolves Students’ difficulties related to the pronunciation and meaning of the vocabulary **amazed** from the web resource [http://www.thefreedictionary.com/amazed](http://www.thefreedictionary.com/amazed)
   The web resource contains pronunciation and meaning of the word **amazed**.

4. The teacher resolves Students’ difficulties related to the pronunciation and meaning of the vocabulary **knead** from the website [http://oald8.oxfordlearnersdictionaries.com/dictionary/knead](http://oald8.oxfordlearnersdictionaries.com/dictionary/knead)
   The web resource contains pronunciation and meaning of the word **knead**.

5. The teacher resolves Students’ difficulties related to the pronunciation and meaning of the vocabulary **dough** from the website [http://www.thefreedictionary.com/dough](http://www.thefreedictionary.com/dough)
   The web resource contains pronunciation and meaning of the word **dough**.

6. The teacher resolves Students’ difficulties related to the meaning of the vocabulary **winter** from the website [http://rachelber11.edublogs.org/files/2011/01/A-Winter-Day-26to0q5.jpg](http://rachelber11.edublogs.org/files/2011/01/A-Winter-Day-26to0q5.jpg)
   The web resource contains pronunciation and meaning of the word **winter**

**Phase 4: Web Integrated Activity for Language Learning**
The teacher divides the students into different groups. The teacher directs the Students to access the internet. Students resolved their difficulties related to the pronunciation and meaning of vocabulary **scraped** with the help of web resource provided by the teacher.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary **enfolded** with the help of web resource provided by the teacher.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary **amazed** with the help of web resource provided by the teacher.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary **knead** with the help of web resource provided by the teacher.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary **dough** with the help of web resource provided by the teacher.

Students resolved their difficulties related to the meaning of vocabulary **winter** with the help of web resource provided by the teacher.

They became interested in clarifying their difficulties with the help of web resources.
Then the teacher asks the students to read and listen to a conversation from the following websites:


The students are asked to prepare and present a conversation to the rest of students.

**Phase 5: Web Integrated Language Activity for Fun and Enjoyment**

The Teacher asks the students to enjoy any edutainment from the following suggested websites:

- [http://www.funenglishgames.com/spellinggames.html](http://www.funenglishgames.com/spellinggames.html)

The web resources provide the spelling games and vocabulary games.

**Phase 6: Recapitulation**

The Teacher summarises the lesson to the students and thus ensures their English language learning.

**Phase 7: Follow up**

Write a short paragraph about the difference between Berl and Belcha on their attitude towards the son.

The students listened to the directions of the teacher attentively and acted accordingly.

The students became relaxed and confident in preparing their answer.

They gave appropriate responses and followed the direction given by the teacher.

They were relaxed in their edutainment.

The students listened attentively.

They wrote paragraph about the difference between Berl and Belcha on their attitude towards the son.
Lesson Plan No.9 for
Web Integrated English Language Learning

Class Details
Name of the teacher: Janeepa P. A. Standard: IX
Name of the school: St. Thomas High School, Thiroor Strength: 30/35
Subject: English Duration: 40 mins.
Unit: I-Roots
Sub unit: Paragraphs 14 to 16 of The Son from America

Objectives
To enable the students

1. to speak and write correct English.
2. to enjoy communicating in English.
3. To reduce stress in learning English.
4. to develop interest in English language.
5. to develop vocabulary.
6. to take initiative in points for discussion.
7. to familiarise the theme of passage.

Pre-requisites
The students have learned short stories in English.
The students have acquired basic computer skills.

Learning Resources
1. Computer with internet connection
2. LCD Projector
3. Ordinary classroom teaching aids
4. Web Resources accessed from
   • http://www.youtube.com/watch?v=onWzWN705k8
   • http://oald8.oxfordlearnersdictionaries.com/dictionary/choked
   • http://oald8.oxfordlearnersdictionaries.com/dictionary/sob
   • http://oald8.oxfordlearnersdictionaries.com/dictionary/vest_1
   • http://oald8.oxfordlearnersdictionaries.com/dictionary/slumped
   • http://www.thefreedictionary.com/gazed
   • http://video.answers.com/a-short-history-of-indira-gandhi-171003013
   • http://www.biography.com/people/margaret-thatcher-9504796
   • http://www.learnenglishkids.britishcouncil.org/en/
   • http://www.syvum.com/cgi/online/fillin.cgi/kesl3/kgeng1.tdf?0
Appendix A

- [http://www.funenglishgames.com/spellinggames.html](http://www.funenglishgames.com/spellinggames.html)

<table>
<thead>
<tr>
<th>Process</th>
<th>Response</th>
</tr>
</thead>
</table>
| **Phase 1: Motivation**  
The Teacher and students engage in some informal talk.  
The teacher reviews the students’ knowledge about the previous lesson.  
The teacher asks them whether they help their mother in cooking.  
The teacher projects onto a screen a video related with cooking from the website [http://www.youtube.com/watch?v=onWzWN705k8](http://www.youtube.com/watch?v=onWzWN705k8)  
The video is about cooking. Based on the video seen, a discussion is held between the teacher and the students.  
They are asked about cooking in their home. Teacher enquires about whether they help their mother in cooking. The lesson also has such a situation in which the son came forward to help his mother in cooking.  
Further rest of the lesson is introduced to the students. |  
The students gave good responses and listened to the teacher attentively.  
They eagerly watch the video.  
The students participated in discussion and present their opinion about the topic to the teacher.  
They became interested to receive the lesson. |
| **Phase 2: Textual Reading**  
The teacher asks the students to read the content provided as the E-Text.  

*Her son understood what was worrying her and said, 'Mother, I will help you.' Berlcha wanted to laugh, but a choked sob came out.*  

*The nobleman took off his jacket and remained in his vest, on which hung a solid gold-watch chain. He rolled up his sleeves. 'Mother, I was a baker for many years in New York,' he said, and he began to knead the dough.*  

*Berlcha wept for joy. Her strength left her and she slumped onto the bed. Berl said, 'Women will always be women.' And he went to the shed to get more wood. The goat sat down near the oven; she gazed with surprise at this strange man.* |  
The students read the passage. |
| **Phase 3: Identifying and Resolving Difficulties**  
The teacher resolves Students’ difficulties of vocabulary with the help of the following web resources. |
The web resource contains pronunciation and meaning of the word *choked*.

2. The teacher resolves Students’ difficulties related to the pronunciation and meaning of vocabulary *sob* from the website [http://oald8.oxfordlearnersdictionaries.com/dictionary/sob](http://oald8.oxfordlearnersdictionaries.com/dictionary/sob)
The web resource contains pronunciation and meaning of the word *sob*.

3. The teacher resolves Students’ difficulties related to the pronunciation and meaning of vocabulary *vest* from the website [http://oald8.oxfordlearnersdictionaries.com/dictionary/vest_1](http://oald8.oxfordlearnersdictionaries.com/dictionary/vest_1)
The web resource contains pronunciation and meaning of the word *vest*.

The web resource contains pronunciation and meaning of the word *slumped*.

5. The teacher resolves Students’ difficulties related to the pronunciation and meaning of vocabulary *gazed* from the website [http://www.thefreedictionary.com/gazed](http://www.thefreedictionary.com/gazed)
The web resource contains pronunciation and meaning of the word *gazed*.

**Phase 4: Web Integrated Activity for Language Learning**
The teacher divides the students into different groups. The teacher directs the Students to access the internet. They are asked to watch any one of the short video from the web resources:

Students resolved their difficulties related to the pronunciation and meaning of vocabulary *choked* with the help of web resource provided by the teacher.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary *sob* with the help of web resource provided by the teacher.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary *vest* with the help of web resource provided by the teacher.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary *slumped* with the help of web resource provided by the teacher.

They became interested in clarifying their difficulties with the help of web resources.

The students listened to the directions of the teacher attentively and acted accordingly.
The web resources provide videos on the life of powerful women like Indira Gandhi and Margaret Thatcher. Then the teacher asks the students to analyse and discuss about Birl’s statement “women will always be women” based on the video they have seen. The teacher directs them to present their opinion to other students.

**Phase 5: Web Integrated Language Activity for Fun and Enjoyment**

The Teacher asks the students to enjoy any one edutainment from the following suggested websites:

- b. [http://www.syyum.com/cgi/online/fillin.cgi/kesl3/kgng1.tdf70](http://www.syyum.com/cgi/online/fillin.cgi/kesl3/kgng1.tdf70)

The web resources provide the spelling games and vocabulary games.

**Phase 6: Recapitulation**

The Teacher summarises the lesson to the students and thus ensures their English language learning.

**Phase 7: Follow up**

Collect profiles of great Indian women and their achievements.
Appendix A

Lesson Plan No. for
Web Integrated English Language Learning

Class Details
Name of the teacher: Janeepa P. A.  Standard : IX
Name of the School: St. Thomas High School, Thiroor  Strength : 30/35
Subject: English  Duration : 40 mins.
Unit: I - Roots
Sub unit: Paragraphs 17 to 18 of The Son from America

Objectives
To enable the students
1. to speak and write correct English.
2. to enjoy communicating in English.
3. to reduce their stress in learning English.
4. to develop interest in English language.
5. to develop vocabulary.
6. to take initiative in points for discussion.
7. to familiarise the theme of passage.

Pre-requisites
1. The students have learned short stories in English.
2. The students have acquired basic computer skills.

Learning Resources
1. Computer with internet connection
2. LCD Projector
3. Ordinary classroom teaching aids
4. Web Resources accessed from
   - http://www.bbc.co.uk/learningzone/clips/shabbat/3875.html
   - http://oald8.oxfordlearnersdictionaries.com/dictionary/jews#jew
   - http://oald8.oxfordlearnersdictionaries.com/dictionary/contours#contour
   - http://www.britannica.com/EBchecked/topic/561288/spring
   - http://www.britannica.com/EBchecked/topic/573334/summer
   - http://www.britannica.com/EBchecked/topic/645543/winter
### Appendix A

- [http://www.funenglishgames.com/spellinggames.html](http://www.funenglishgames.com/spellinggames.html)

<table>
<thead>
<tr>
<th>Process</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase 1: Motivation</strong>&lt;br&gt;The Teacher and students engage in some informal talk. The teacher reviews the students’ knowledge about the previous lesson. The teacher asks the students to watch a video from the website <a href="http://www.bbc.co.uk/learningzone/clips/shabbat/3875.html">http://www.bbc.co.uk/learningzone/clips/shabbat/3875.html</a>&lt;br&gt;The video is about the Sabbath celebration of a Jewish family. Based on the video seen, a discussion is held between the teacher and the students about celebrations and their family involvement in it. Further the lesson is introduced to the students.</td>
<td>The students gave good responses and listened to the teacher attentively. They eagerly watched the video. The students actively participated in discussion and presented their opinion about the topic to the teacher. They were interested to receive the lesson.</td>
</tr>
<tr>
<td><strong>Phase 2: Textual Reading</strong>&lt;br&gt;The teacher asks the students to read the passage provided as the E-Text. <strong>The neighbours</strong> had heard the good news that Berl’s son had <strong>arrived</strong> from America and they came to greet him. The women began to help Berlcha prepare for the Sabbath. Some laughed, some cried. The room was full of people, as at a wedding. After Berlcha <strong>lit</strong> the candles, father and son went to the little synagogue across the street. A new snow had fallen. The son took large steps, but Berl warned him, ‘Slow down.’&lt;br&gt;In the synagogue the <strong>Jews</strong> sang their prayers. All the time, the snow outside kept falling. When Berl and Samuel left the Holy Place, the village was unrecognisable. Everything was covered in snow. One could see only the <strong>contours</strong> of the roofs and the candles in the windows. Samuel said, 'Nothing has changed here.'</td>
<td>The students read the passage.</td>
</tr>
<tr>
<td><strong>Phase 3: Identifying and Resolving Difficulties</strong>&lt;br&gt;The teacher resolves Students’ difficulties of vocabulary with the help of the following web resources.&lt;br&gt;&lt;br&gt;1. The teacher resolves Students’ difficulties related to the pronunciation and meaning of the</td>
<td>Students resolved their difficulties related to the</td>
</tr>
</tbody>
</table>
vocabulary *neighbours* from the website http://www.thefreedictionary.com/neighbours
The web resource contains pronunciation and meaning of the word *neighbours*.

2. The teacher resolves Students’ difficulties related to the pronunciation and meaning of the vocabulary *arrived* from the website http://www.thefreedictionary.com/arrived
The web resource contains pronunciation and meaning of the word *arrived*.

The web resource provides a picture for the word *lit*.

4. The teacher resolves Students’ difficulties related to the pronunciation and meaning of the vocabulary *Jews* from the website http://oald8.oxfordlearnersdictionaries.com/dictionary/jews#jew
The web resource contains pronunciation and meaning of the word *Jews*.

5. The teacher resolves Students’ difficulties related to the pronunciation and meaning of the vocabulary *contours* from the website http://oald8.oxfordlearnersdictionaries.com/dictionary/contours#contour
The web resource contains pronunciation and meaning of the word *contours*.

**Phase 4: Web Integrated Activity for Language Learning**

The teacher divides the students into different groups.
The teacher directs the Students to access the internet.
They are asked to search different types of seasons in the west from the following websites.

**Suggested websites:**

The web resources provide pictures and details of seasons. The students are asked to discuss about the information they have collected about different seasons. Then the teacher asks the students to prepare a brief description of each season and present it to other students.

**Phase 5: Web Integrated Language Activity for Fun and Enjoyment**

The Teacher asks the students to enjoy any one edutainment from the following suggested websites:

The web resources provide the spelling games and vocabulary games.

**Phase 6: Recapitulation**

The Teacher summarises the lesson to the students and thus ensures their English language learning.

**Phase 7: Follow up**

Collect pictures of different seasons in India.
Lesson Plan No.11 for
Web Integrated English Language Learning

Class Details
Name of the teacher: Janeepa P. A. Standard : IX
Name of the School: St. Thomas High School, Thiroor Strength : 30/35
Subject: English Duration : 40 mins.
Unit: I - Roots
Sub unit: Paragraphs 19 to 20 of The Son from America

Objectives
To enable the students
1. to speak and write correct English.
2. to enjoy communicating in English.
3. to reduce stress of learning English.
4. to develop interest in English language.
5. to develop vocabulary.
6. to take initiative in points for discussion.
7. to familiarise the theme of passage.

Pre-requisites
1. The students have learned short stories in English.
2. The students have acquired basic computer skills.

Learning Resources
1. Computer with internet connection
2. LCD Projector
3. Ordinary classroom teaching aids
4. Web Resources accessed from
   - http://oald8.oxfordlearnersdictionaries.com/dictionary/hesitated#hesitate
   - http://oald8.oxfordlearnersdictionaries.com/dictionary/crouched#crouch_1
   - http://www.wikihow.com/Write-a-Character-Analysis
   - http://www.mcsweeneyes.net/articles/ten-brief-character-sketches
Appendix A


<table>
<thead>
<tr>
<th>Process</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase 1: Motivation</strong>&lt;br&gt;The Teacher and students engage in some informal talk. The teacher reviews the students’ knowledge about the previous lesson. The teacher projects onto a screen a series of pictures from the website <a href="http://news.nationalgeographic.co.in/news/2012/11/pictur">http://news.nationalgeographic.co.in/news/2012/11/pictur</a> es/121109-thracian-gold-hoard-treasure-bulgaria-science/&lt;br&gt;The pictures are about a treasure found out in Bulgaria. Based on the pictures seen, a discussion is held between the teacher and the students on what they will do when they owns a treasure. Further the lesson is introduced to the students.</td>
<td>The students gave good responses and listened to the teacher attentively. They eagerly watched the pictures. The students participated in discussion and presented their opinion about the topic to the teacher. They became interested in the lesson.</td>
</tr>
<tr>
<td><strong>Phase 2: Textual Reading</strong>&lt;br&gt;The teacher asks the students to read the content provided as the E-Text. Berlcha had prepared fish, chicken soup with rice, meat, carrot stew. The family ate and drank and then it grew quiet for a while. One could hear the chirping of the house cricket. After the final prayer Samuel asked, 'Father, what did you do with all the money I sent you?' Berl raised his white brows. 'It’s here.' 'Didn’t you put it in a bank?' 'There is no bank in Lentshin.' 'Where do you keep it?' Berl hesitated. 'One is not allowed to touch money on the Sabbath, but I will show you.' He crouched beside the bed and began to shove something heavy. A boot appeared. Its top was stuffed with straw. Berl removed the straw and the son saw that the boot was full of gold coins. He lifted it. 'Father, this is a treasure!' he called out. 'Well.' 'Why didn’t you spend it?' 'On what? Thank God, we have everything.' 'Why didn’t you travel somewhere?' 'Where to? This is our home.'</td>
<td>The students read the passage.</td>
</tr>
</tbody>
</table>
The son asked one question after the other, but Berl’s answer was always the same. They had everything. The garden, the cow, the goat, the chickens provided them with all they needed. The son said, 'If thieves knew about this, your lives wouldn’t be safe.'
'There are no thieves here.'
'What will happen to the money?'
'You take it.'
Slowly, Berl and Berlcha grew accustomed to their son and his American Yiddish. Berlcha could hear him better now. She even recognized his voice. He was saying,
'Perhaps we should build a larger synagogue.'
'The synagogue is big enough,' Berl replied.
'Perhaps a home for old people.'
'No one sleeps in the street.'

**Phase 3: Identifying and Resolving Difficulties**
The teacher resolves Students’ difficulties of vocabulary with the help of the following web resources.

The web resource contains pronunciation and meaning of the word quiet.

2. The teacher resolves Students’ difficulties related to the pronunciation and meaning of vocabulary chirping from the website [http://www.thefreedictionary.com/chirping](http://www.thefreedictionary.com/chirping)
The web resource contains pronunciation and meaning of the word chirping.

The web resource contains pronunciation and meaning of the word brows.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary quiet with the help of web resource provided by the teacher.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary chirping with the help of web resource provided by the teacher.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary brows with the help of web resource provided by the teacher.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary hesitated with the help of web resource provided by the teacher.
<table>
<thead>
<tr>
<th>The web resource contains pronunciation and meaning of the word <strong>hesitated</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>5. The teacher resolves Students’ difficulties related to the pronunciation and meaning of vocabulary <strong>crouched</strong> from the web resource <a href="http://oald8.oxfordlearnersdictionaries.com/dictionary/crouched#crouch_1">http://oald8.oxfordlearnersdictionaries.com/dictionary/crouched#crouch_1</a> The web resource contains pronunciation and meaning of the word <strong>crouched</strong>.</td>
</tr>
<tr>
<td>7. The teacher resolves Students’ difficulties related to the pronunciation and meaning of vocabulary <strong>thieves</strong> from the website <a href="http://www.thefreedictionary.com/thieves">http://www.thefreedictionary.com/thieves</a> The web resource contains pronunciation and meaning of the word <strong>thieves</strong>.</td>
</tr>
<tr>
<td>8. The teacher resolves Students’ difficulties related to the pronunciation and meaning of vocabulary <strong>accustomed</strong> from the website <a href="http://oald8.oxfordlearnersdictionaries.com/dictionary/accustomed">http://oald8.oxfordlearnersdictionaries.com/dictionary/accustomed</a> The web resource contains pronunciation and meaning of the word <strong>accustomed</strong>.</td>
</tr>
</tbody>
</table>

**Phase 4: Web Integrated Activity for Language Learning**

The teacher divides the students into different groups. The teacher directs the Students to access the internet. They are asked to search the following websites:

- [http://www.wikihow.com/Write-a-Character-Analysis](http://www.wikihow.com/Write-a-Character-Analysis)
- [http://www.mcsweeneyss.net/articles/ten-brief-character-sketches](http://www.mcsweeneyss.net/articles/ten-brief-character-sketches)

The web resources provide character sketches. Teacher asks the students to read character sketches from the following.

The students are asked to discuss about the character sketches they have read. Then the teacher asks the students resolved their difficulties related to the pronunciation and meaning of vocabulary **crouched** with the help of web resource provided by the teacher.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary **treasure** with the help of web resource provided by the teacher.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary **thieves** with the help of web resource provided by the teacher.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary **accustomed** with the help of web resource provided by the teacher.

They became interested in clarifying their difficulties with the help of web resources.

The students listened to the directions of the teacher attentively and followed the directions accordingly.

They read the character sketches.

The students became relaxed and confident in
students to prepare a character sketch of Berl.

**Phase 5: Web Integrated Language Activity for Fun and Enjoyment**

The Teacher asks the students to enjoy any one edutainment from the following suggested websites:

The web resources provide the spelling games and vocabulary games.

**Phase 6: Recapitulation**

The Teacher summarises the lesson to the students and thus ensures their English language learning.

**Phase 7: Follow up**

Prepare a write up on the life and attitude of the old couple Berl and Belcha.

preparing their answer.

They gave appropriate responses and followed the direction given by the teacher.

They were relaxed in their edutainment.

The students listened attentively.

They prepared a write up on the life and attitude of the old couple Berl and Belcha.
Lesson Plan No.12 for  
Web Integrated English Language Learning

Class Details  
Name of the teacher: Janeepa P. A.  
Name of the School: St. Thomas High School, Thiroor  
Subject: English  
Unit: I - Roots  
Sub unit: Paragraphs 21 to 23 of The Son from America

Objectives  
To enable the students
1. to speak and write correct English.
2. to enjoy communicating in English.
3. to reduce stress in learning English.
4. to develop interest in English language.
5. to develop vocabulary.
6. to take initiative in points for discussion.
7. to familiarise the theme of passage.

Pre-requisites  
1. The students have learned short stories in English.
2. The students have acquired basic computer skills.

Learning Resources  
1. Computer with internet connection  
2. LCD Projector  
3. Ordinary classroom teaching aids  
4. Web Resources accessed from
   - http://www.youtube.com/watch?v=I2AmNypDjrs  
   - http://oald8.oxfordlearnersdictionaries.com/dictionary/stretched#stretch_1  
   - http://blog.fountainheadschools.org/2013/07/diary-entry-example/  
   - http://www.wikihow.com/Sample/Diary-Entries  
   - http://answers.yahoo.com/question/index?qid=20110903074900AAo47x  

| Process | Response |
### Phase 1: Motivation
The Teacher and students engage in some informal talk. The teacher reviews the students’ knowledge about the previous lesson.

The teacher projects onto a screen a video from the website [http://www.youtube.com/watch?v=lZAmNypDjrs](http://www.youtube.com/watch?v=lZAmNypDjrs)

The video is about the traditional prayer culture among people. Based on the video seen, a discussion is held between the teacher and the students.

The author concludes the lesson by narrating a similar situation.

Further the lesson is introduced to the students.

### Phase 2: Textual Reading
The teacher asks the students to read the lesson silently from the E-Text.

**The next day after the Sabbath meal was eaten, Berl and Berlcha lay down for a nap. They soon began to snore.** The goat, too, dozed off. The son put on his cloak and his hat and went for a walk. He strode with his long legs across the marketplace. He stretched out a hand and touched a roof. He had a desire to talk to someone, but it seemed that the whole of Lentshin was asleep.

Samuel returned home. Dusk had fallen. Berl went to the synagogue for the evening prayers and the son remained with his mother.

In the twilight Samuel put his hand into his jacket pocket and touched his passport and his chequebook. He had come here with big plans. He had a suitcase filled with presents for his parents. He wanted to help the village. He brought not only his own money but funds from the Lentshin Society in New York. But this village needed nothing. From the synagogue one could hear people chanting. The cricket, silent all day, started again its chirping. Berlcha began to sway and utter holy rhymes inherited from mothers and grandmothers.

### Phase 3: Identifying and Resolving Difficulties
The teacher resolves Students’ difficulties of vocabulary with the help of the following web resources.

1. The teacher resolves Students’ difficulties related to the pronunciation and meaning of the vocabulary nap from the website [http://www.thefreedictionary.com/nap](http://www.thefreedictionary.com/nap)

   The web resource contains pronunciation and

The students gave good responses and listened to the teacher attentively.

They eagerly watched the video. The students participated in discussion and expressed their opinion about the topic to the teacher.

They became interested in the lesson.

The students read the passage.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary nap with the help of web resource
Appendix A

meaning of the word nap.

2. The teacher resolves Students’ difficulties related to the pronunciation and meaning of the vocabulary cloak from the website http://oald8.oxfordlearnersdictionaries.com/dictionary/cloak
   The web resource contains pronunciation and meaning of the word cloak.

3. The teacher resolves Students’ difficulties related to the pronunciation and meaning of the vocabulary stretched from the web resource http://oald8.oxfordlearnersdictionaries.com/dictionary/stretched
   The web resource contains pronunciation and meaning of the word stretched.

4. The teacher resolves Students’ difficulties related to the pronunciation and meaning of the vocabulary twilight from the website http://oald8.oxfordlearnersdictionaries.com/dictionary/twilight
   The web resource contains pronunciation and meaning of the word twilight.

5. The teacher resolves Students’ difficulties related to the pronunciation and meaning of the vocabulary sway from the website http://oald8.oxfordlearnersdictionaries.com/dictionary/sway
   The web resource contains pronunciation and meaning of the word sway.

**Phase 4: Web Integrated Activity for Language Learning**

The teacher divides the students into different groups. The teacher directs the Students to access the internet. They are asked to read from the following web resources.


The web resources provide sample diary entries to the students. The students are asked to read the diary entry. They are asked to discuss about the diary entry they have selected. Then the teacher asks the students to imagine themselves in the role of Samuel and write a diary entry.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary cloak with the help of web resource provided by the teacher.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary stretched with the help of web resource provided by the teacher.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary twilight with the help of web resource provided by the teacher.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary sway with the help of web resource provided by the teacher.

The students listened to the directions of the teacher attentively and acted accordingly.

The students became relaxed and confident in preparing their answer.
### Phase 5: Web Integrated Language Activity for Fun and Enjoyment

The Teacher asks the students to enjoy any one edutainment from the following suggested websites:


The web resources provide the spelling games and vocabulary games.

### Phase 6: Recapitulation

The Teacher summarises the lesson to the students and thus ensures their English language learning.

### Phase 7: Follow up

Write a short paragraph about the importance of tradition and culture in human life.

---

They gave appropriate responses and followed the direction given by the teacher.

They were relaxed in their edutainment.

The students listened attentively.

They wrote a short paragraph about the importance of tradition and culture in human life.
Appendix A

Lesson Plan No.13 for
Web Integrated English Language Learning

Class Details
Name of the teacher: Janeepa P. A. Standard: IX
Name of the School: St. Thomas High School, Thiroor Strength: 30/35
Subject: English Duration: 40 mins.
Unit: I - Roots
Sub unit: Those Winter Sundays (1st stanza)

Objectives
To enable the pupils
1. to enjoy communicating in English.
2. to develop imaginative power
3. to reduce stress in learning English.
4. to get enjoyment through the reading of poem.
5. to develop interest in reading poems in English.
6. to familiarise the theme of poem.

Pre-requisites
1. The learner has learned simple poems in English.
2. The learner has acquired basic computer skills.

Learning Resources
1. Computer with internet connection
2. LCD Projector
3. Ordinary classroom teaching aids
4. Technology components accessed from the following websites
   • http://www.inspiks.com/24-inspirational-fathers-day-photos/
   • http://www.britannica.com/EBchecked/topic/257708/Robert-Hayden
   • http://hearttoheart.bahaiteaching.net/wp-content/uploads/2012/07/Famous-Bahais-pg27.jpg
   • http://www.poetryfoundation.org/learning/guide/177415#poem
   • http://www.123greetings.com/events/fathers_day/
   • http://www.funny-ecards.com/cards/fathersday/index.html
   • http://www.fathersday-cards.com/
   • http://www.care2.com/send/Fathers-Day-Cards.html
   • http://www.dgreetings.com/fatherday/
Appendix A

- http://s698.photobucket.com/user/karenleasblog/media/IMG_4290__jpg1.jpg.html#/user/karenleasblog/media/IMG_4290__jpg1.jpg.html?&_suid=136370463406305200705449866403
- http://dictionary.infoplease.com/blaze

<table>
<thead>
<tr>
<th>Process</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Motivation</strong>&lt;br&gt;The teacher and the students indulge in an informal talk. Then the teacher presents a number of photos to the students from the website <a href="http://www.inspiks.com/24-inspirational-fathers-day-photos/">http://www.inspiks.com/24-inspirational-fathers-day-photos/</a>&lt;br&gt;The photos are about the relationship between a father and child.&lt;br&gt;Based on the picture they have seen, a discussion is held between the teacher and the students.&lt;br&gt;The teacher introduces the author from the following websites <a href="http://www.britannica.com/EBchecked/topic/257708/Robert-Hayden">http://www.britannica.com/EBchecked/topic/257708/Robert-Hayden</a> and <a href="http://hearttoheart.bahaiteaching.net/wp-content/uploads/2012/07/Famous-Bahais-pg27.jpg">http://hearttoheart.bahaiteaching.net/wp-content/uploads/2012/07/Famous-Bahais-pg27.jpg</a>&lt;br&gt;With proper environment, she introduces the poem to the students.</td>
<td>The students gave good responses to the teacher and listen attentively. They eagerly watched the photos. The students participated in discussion and presented their opinion about the topic to the teacher. They became interested in the poem.</td>
</tr>
<tr>
<td><strong>Textual Reading</strong>&lt;br&gt;The students are asked to read the poem provided as the E-Text. Sundays too my father got up early and put his clothes on in the blueblack cold, then with cracked hands that ached from labour in the weekday weather made banked fires blaze. No one ever thanked him.</td>
<td>The students read the poem. They gave appropriate responses.</td>
</tr>
<tr>
<td><strong>Identifying and Resolving Difficulties</strong>&lt;br&gt;The teacher resolves Students’ difficulties of vocabulary with the help of the following web resources.&lt;br&gt;1. The teacher resolves Students’ difficulties related to...</td>
<td>Students resolved their difficulties related to the...</td>
</tr>
</tbody>
</table>
the meaning of the vocabulary Winter from the website
http://dailysmspk.files.wordpress.com/2012/11/winter_snow-wallpapers-wishes-pics-images.jpg
The web resource contains a picture for the word Winter.

2. The teacher resolves Students’ difficulties related to the meaning of the vocabulary blueblack cold from the website http://www.photocase.com/stock-photos/222771-stock-photo-blue-calm-winter-black-cold-window.jpg
The web resource contains a picture for the word blueblack cold.

3. The web resource contains a picture for the word cracked hands: from the website http://www.effective-skintreatment.com/images/palmbefore.jpg
The web resource contains a picture for the word cracked hands.

4. The web resource contains a picture for the word ached: from the website http://www.merriam-webster.com/dictionary/ache
The web resource contains pronunciation and meaning for the word ached.

5. The web resource contains a picture for the word banked fires: from the website http://s698.photobucket.com/user/karenleasblog/media/IMG_4290__jpg1.jpg.html?user=karenleasblog/media/IMG_4290__jpg1.jpg.html?&_suid=13637046340630520705449866403
The web resource contains a picture for the word banked fires.

6. The web resource contains a picture for the word blaze: from the website http://dictionary.infoplease.com/blaze
The web resource contains a picture for the word blaze.

**Web Integrated Activity for Language Learning**
Teacher asks the students to select an online parent’s day greeting card. The teacher gives clear direction to the students. They are directed to:
- Access the internet.
- Search parent’s day greeting card by entering any one website from any one of the following

Students resolved their difficulties related to the meaning of vocabulary Winter with the help of web resource provided by the teacher.

Students resolved their difficulties related to the meaning of vocabulary blueblack cold with the help of web resource provided by the teacher.

Students resolved their difficulties related to the meaning of vocabulary cracked hands with the help of web resource provided by the teacher.

Students resolved their difficulties related to the meaning of vocabulary ached with the help of web resource provided by the teacher.

Students resolved their difficulties related to the meaning of vocabulary banked fires with the help of web resource provided by the teacher.

They became interested in clarifying their difficulties with the help of web resources.
suggested websites.
   a. [http://www.123greetings.com/events/father
day/](http://www.123greetings.com/events/father
day/)
   b. [http://www.funny-
ecards.com/cards/fathersday/index.html](http://www.funny-
ecards.com/cards/fathersday/index.html)
   d. [http://www.care2.com/send/Fathers-Day-
Cards.html](http://www.care2.com/send/Fathers-Day-
Cards.html)

   You can view the cards by clicking on it.

The students are asked to answer the following questions given in the task card and present their answer.
1. Why did you select the particular greeting card?
2. Write a small paragraph from the perspective of the father mentioned in the poem as a reply to his son based on the card you have selected.

**Web Integrated Language Activity for Fun and Enjoyment**

The Teacher asks the students to enjoy any one edutainment from the following suggested websites:
   c. [http://www.howtospell.co.uk/seasons.php](http://www.howtospell.co.uk/seasons.php)

The web resources provide the spelling games, vocabulary games and quizzes.

**Recapitulation**

Teacher summarises the lesson to the students and thus ensures their learning.

**Follow up**

Collect poems with same message.
Lesson Plan No. 14 for
Web Integrated English Language Learning

Class Details
Name of the teacher: Janeepa P. A.                      Standard: IX
Name of the School: St. Thomas High School, Thiroor       Strength: 30/35
Subject: English                                         Duration: 40 mins.
Unit: I - Roots
Sub unit: Those Winter Sundays (2nd stanza)

Objectives
To enable the pupils
1. to enjoy communicating in English.
2. to develop imaginative power
3. to reduce stress in learning English.
4. to get enjoyment through the reading of poem.
5. to develop interest in reading poems in English.
6. to familiarise the theme of poem.

Pre-requisites
1. The learner has learned simple poems in English.
2. The learner has acquired basic computer skills.

Learning Resources
1. Computer with internet connection
2. LCD Projector
3. Ordinary classroom teaching aids
4. Web resources accessed from
   - http://www.marcofolio.net/imagedump/a_very_cold_winter_40_images.html
   - http://www.audioenglish.net/dictionary/indifferently.htm
   - http://library.thinkquest.org/C005319/terms.htm
   - http://literarydevices.net/imagery/
# Appendix A

- [http://www.funenglishgames.com/spellinggames.html](http://www.funenglishgames.com/spellinggames.html)

## Process

### Motivation

The teacher and the students indulge in an informal talk. Then the teacher presents a number of photos to the students from the website [http://www.marcofolio.net/imagedump/a_very_cold_winter_40_images.html](http://www.marcofolio.net/imagedump/a_very_cold_winter_40_images.html). The photos indicate the severity of winter climate. It explains the effect of cold climate on the life of human beings. Based on the pictures they have seen, a discussion is held between the teacher and the students. With proper environment, she introduces the rest of the poem to the students.

### Textual Reading

The teacher asks the students to read the poem provided as the E-Text.

I’d **wake** and hear the cold splintering, breaking. When the rooms were **warm**, he’d call, and slowly I would rise and dress, fearing the **chronic** angers of that house, Speaking **indifferently** to him, who had driven out the cold and polished my good shoes as well. What did I know, what did I know of love’s **austere** and lonely offices?

### Identifying and Resolving Difficulties

The teacher resolves Students’ difficulties of vocabulary with the help of the following web resources:

1. The teacher resolves Students’ difficulties related to the meaning of the vocabulary **wake** from the website [http://www.fredericpatenaude.com/images/16105994.jpg](http://www.fredericpatenaude.com/images/16105994.jpg). The web resource contains a picture for the word **wake**.

## Response

The students gave good responses and listen to the teacher attentively.

They eagerly watched the photos.

The students participated in discussion and presented their opinion about the topic to the teacher. The students became interested in the poem.

The students read the poem.

Students resolved their difficulties related to the meaning of vocabulary **wake** with the help of web resource provided by the teacher.
2. The teacher resolves Students’ difficulties related to the meaning of the vocabulary warm from the website https://www.dragonfiretinderbox.com/wp-content/uploads/2015/03/warm.jpg
   The web resource contains a picture for the word warm.

3. The teacher resolves Students’ difficulties related to the meaning of the vocabulary chronic from the website http://dictionary.reference.com/browse/chronic
   The web resource contains pronunciation and meaning for the word chronic.

4. The teacher resolves Students’ difficulties related to the pronunciation and meaning of the vocabulary indifferently from the website http://www.audioenglish.net/dictionary/indifferently.htm
   The web resource contains pronunciation and meaning for the word indifferently.

5. The teacher resolves Students’ difficulties related to the pronunciation and meaning of the vocabulary austere from the website http://www.thefreedictionary.com/austere
   The web resource contains pronunciation and meaning for the word austere.

**Web Integrated Activity for Language Learning**
The teacher directs the Students to access the internet.
They are asked to read and understand about images in poetry from the following suggested websites.
   c. http://literarydevices.net/imagery/
   The web resources provide information about different types of images in poetry. Then students are asked to find out different types of images like visual, auditory, tactile images from the poem.

**Web Integrated Language Activity for Fun and Enjoyment**
The Teacher asks the students to enjoy any one edutainment from the following suggested websites:

Students resolved their difficulties related to the meaning of vocabulary warm with the help of web resource provided by the teacher.

Students resolved their difficulties related to the meaning of vocabulary chronic with the help of web resource provided by the teacher.

Students resolved their difficulties related to the meaning of vocabulary indifferently with the help of web resource provided by the teacher.

Students resolved their difficulties related to the meaning of vocabulary austere with the help of web resource provided by the teacher.

They became interested in clarifying their difficulties with the help of web resources.

The students listened to the directions of the teacher attentively and followed the directions accordingly.

The students became relaxed and confident in preparing their answer.

They gave appropriate responses and followed the direction given by the teacher.
The web resources provide the spelling games and vocabulary games.

**Recapitulation**
Teacher summarises the lesson to the students and thus ensures their learning.

**Follow up**
Collect poems about winter season.

<table>
<thead>
<tr>
<th>They were relaxed in their edutainment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students listened attentively.</td>
</tr>
<tr>
<td>They collected poems about winter season.</td>
</tr>
</tbody>
</table>
Lesson Plan No.15 for
Web Integrated English Language Learning

Class Details
Name of the teacher: Janeepa P. A.                                               Standard : IX
Name of the School: St. Thomas High School, Thiroor                           Strength : 30/35
Subject: English                                                              Duration : 40 mins.
Unit: I - Roots                                                               
Sub unit: ‘When he arrived unexpectedly...’
Somebody in a car’. (The Tattered Blanket)

Objectives
To enable the students
  1. to speak and write correct English.
  2. to enjoy communicating in English.
  3. To reduce stress in learning English.
  4. to develop interest in English language.
  5. to develop vocabulary.
  6. to take initiative in points for discussion.
  7. to familiarise the theme of passage.

Pre-requisites
  1. The students have learned short stories in English.
  2. The students have acquired basic computer skills.

Learning Resources
  1. Computer with internet connection
  2. LCD Projector
  3. Ordinary classroom teaching aids
  4. Web Resources accessed from
     * [http://ssateachersresource.blogspot.in/2012/08/madhavikuttykamaladaskamala-surayya.html](http://ssateachersresource.blogspot.in/2012/08/madhavikuttykamaladaskamala-surayya.html)
     * [http://www.mothersdaycelebration.com/mothers-day-poems.html](http://www.mothersdaycelebration.com/mothers-day-poems.html)
     * [http://www.theholidayspot.com/mothersday/mothers_day_poems.htm](http://www.theholidayspot.com/mothersday/mothers_day_poems.htm)
Appendix A

- [http://www.funenglishgames.com/spellinggames.html](http://www.funenglishgames.com/spellinggames.html)

<table>
<thead>
<tr>
<th>Process</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase 1: Motivation</strong>&lt;br&gt;The Teacher and students engage in some informal talk. The teacher projects onto a screen a mother’s day video from the website <a href="http://www.youtube.com/watch?v=31gOgRtHQbU">http://www.youtube.com/watch?v=31gOgRtHQbU</a>&lt;br&gt;The video is about the affection between mother and children. Based on the video seen, a discussion is held between the teacher and the students. Then the teacher introduces the author from <a href="http://en.wikipedia.org/wiki/Kamala_Surayya">http://en.wikipedia.org/wiki/Kamala_Surayya</a> <a href="http://ssateachersresource.blogspot.in/2012/08/madhavikuttykamala-daskamala-surayya.html">http://ssateachersresource.blogspot.in/2012/08/madhavikuttykamala-daskamala-surayya.html</a>&lt;br&gt;Further the lesson is introduced to the students.</td>
<td>The students gave good responses and listened to the teacher attentively. They eagerly watched the video. The students participated in discussion and presented their opinion about the topic to the teacher. The students became interested in the lesson.</td>
</tr>
<tr>
<td><strong>Phase 2: Textual Reading</strong>&lt;br&gt;The teacher asks the students to read the content provided as the E-Text.</td>
<td>The students read the passage.</td>
</tr>
<tr>
<td>When he <strong>arrived</strong> unexpectedly at his home in the countryside in his office jeep and got down at the gate, his mother, who was lying in an <strong>armchair</strong> on the veranda, made a <strong>futile</strong> attempt to get up. ‘Kamalam, there is somebody at the gate,’ she said, ‘somebody in a car.’</td>
<td></td>
</tr>
<tr>
<td><strong>Phase 3: Identifying and Resolving Difficulties</strong>&lt;br&gt;The teacher resolves Students’ difficulties of vocabulary with the help of the following web resources.</td>
<td>Students resolved their difficulties related to the pronunciation and meaning of vocabulary <strong>arrived</strong> with the help of web resource provided by the teacher.</td>
</tr>
<tr>
<td>1. The teacher resolves Students’ difficulties related to the pronunciation and meaning of the vocabulary <strong>arrived</strong> from the website <a href="http://www.thefreedictionary.com/arrived">http://www.thefreedictionary.com/arrived</a>&lt;br&gt;The web resource contains pronunciation and meaning of the word <strong>arrived</strong>.</td>
<td></td>
</tr>
<tr>
<td>2. The teacher resolves Students’ difficulties related to the meaning of the vocabulary <strong>armchair</strong> from the</td>
<td></td>
</tr>
</tbody>
</table>
website  
The web resource contains a picture for the word armchair.

3. The teacher resolves Students’ difficulties related to the pronunciation and meaning of the vocabulary futile from the website  
http://www.thefreedictionary.com/futile  
The web resource contains pronunciation and meaning of the word futile.

Phase 4: Web Integrated Activity for Language Learning
The teacher divides the students into different groups. The teacher directs the Students to access the internet and utilise the following websites:
The web resources provide mother’s day poems and the teacher asks the students to read the poems. The students are asked to discuss about the poems. Then the teacher asks the students to write a poem as a tribute to their mother.

Phase 5: Web Integrated Language Activity for Fun and Enjoyment
The Teacher asks the students to enjoy any one edutainment from the following suggested websites:
The web resources provide the spelling games and vocabulary games.

Phase 6: Recapitulation
The Teacher summarises the lesson to the students and thus ensures their English language learning.

Phase 7: Follow up
Write a short paragraph about the unique role of a mother in a person’s life.
Lesson Plan No.16 for
Web Integrated English Language Learning

Class Details
Name of the teacher: Janeepa P. A.  Standard : IX
Name of the School: St. Thomas High School, Thiroor  Strength : 30/35
Subject: English  Duration : 40 mins.
Unit: I - Roots
Sub unit: ‘Kamalam, her eldest daughter…
..... sudden unexpected visit?’ (The Tattered Blanket).

Objectives
To enable the students
1. to speak and write correct English.
2. to enjoy communicating in English.
3. to reduce stress in learning English.
4. to develop interest in English language.
5. to develop vocabulary.
6. to take initiative in points for discussion.
7. to familiarise the theme of passage.

Pre-requisites
1. The students have learned short stories in English.
2. The students have acquired basic computer skills.

Learning Resources
1. Computer with internet connection
2. LCD Projector
3. Ordinary classroom teaching aids
4. Web Resources accessed from
   • http://www.rnw.nl/english/article/life-ashes-story-indias-widows
   • http://oald8.oxfordlearnersdictionaries.com/dictionary/huddled#huddle_1
   • http://oald8.oxfordlearnersdictionaries.com/dictionary/bald
   • http://dictionary.reverso.net/english-definition/grating%20%5bvoice%5d
   • http://ourenglishclass.blogspot.in/2004/08/descriptions-of-people.html
   • http://theintermediate2experiment.blogspot.in/2010/02/exam-tips-how-to-describe-picture.html
Appendix A


<table>
<thead>
<tr>
<th>Process</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase 1: Motivation</strong>&lt;br&gt;The Teacher and students engage in some informal talk. The teacher projects onto a screen a series of pictures from the websites&lt;br&gt;<a href="http://www.dailymail.co.uk/news/article-2316493/The-heartbreaking-plight-Indias-widows-How-women-kicked-homes-shunned-society-husbands-die.html">http://www.dailymail.co.uk/news/article-2316493/The-heartbreaking-plight-Indias-widows-How-women-kicked-homes-shunned-society-husbands-die.html</a>&lt;br&gt;<a href="http://www.rnw.nl/english/article/life-ashes-story-indias-widows">http://www.rnw.nl/english/article/life-ashes-story-indias-widows</a>&lt;br&gt;The pictures are about the difficult life of a widow in the society of India. Based on the pictures seen, a discussion is held between the teacher and the students. Further the lesson is introduced to the students.</td>
<td>The students gave good responses and listen attentively. They eagerly watched the pictures. The students participated in discussion and presented their opinion about the topic to the teacher. The students became interested in the lesson.</td>
</tr>
<tr>
<td><strong>Phase 2: Textual Reading</strong>&lt;br&gt;The teacher asks the students to read the content provided as the E-Text.</td>
<td>The students read the passage.</td>
</tr>
<tr>
<td>Kamalam, her eldest daughter, a widow, who was sitting huddled up on the thinna on the veranda, her head and ears covered with a thin bath towel, got up reluctantly, walked slowly to the gate and screwing up her eyes peered into the darkness. She saw a bald, fat, middle-aged man walking in through the gate. ‘Oh, Gopi!’ She said in her grating voice. ‘Why this sudden unexpected visit?’</td>
<td>Students resolved their difficulties related to the pronunciation and meaning of vocabulary huddled with the help of web resource provided by the teacher.</td>
</tr>
<tr>
<td><strong>Phase 3: Identifying and Resolving Difficulties</strong>&lt;br&gt;The teacher resolves Students’ difficulties of vocabulary with the help of the following web resources.</td>
<td></td>
</tr>
<tr>
<td>1. The teacher resolves Students’ difficulties related to the pronunciation and meaning of the vocabulary huddled from the website <a href="http://oald8.oxfordlearnersdictionaries.com/dictionary/huddled#huddle_1">http://oald8.oxfordlearnersdictionaries.com/dictionary/huddled#huddle_1</a>&lt;br&gt;The web resource contains pronunciation and meaning of the word huddled.</td>
<td></td>
</tr>
</tbody>
</table>
2. The teacher resolves Students’ difficulties related to the pronunciation and meaning of the vocabulary **bald** from the website [http://oald8.oxfordlearnersdictionaries.com/dictionary/bald](http://oald8.oxfordlearnersdictionaries.com/dictionary/bald)
   
   The web resource contains pronunciation and meaning of the word **bald**.

3. The teacher resolves Students’ difficulties related to the pronunciation and meaning of the vocabulary **grating** from the website [http://dictionary.reverso.net/english-definition/grating%20%5bvoice%5d](http://dictionary.reverso.net/english-definition/grating%20%5bvoice%5d)

   The web resource contains pronunciation and meaning of the word **grating**.

**Phase 4: Web Integrated Activity for Language Learning**

The teacher divides the students into different groups. The teacher directs the Students to access the internet. The teacher asks them to read about the descriptions of different type of people from the following websites.

- b. [http://theintermediate2experiment.blogspot.in/2010/02/exam-tips-how-to-describe-picture.html](http://theintermediate2experiment.blogspot.in/2010/02/exam-tips-how-to-describe-picture.html)

They are asked to discuss and compare between the descriptions of different type of people given in the website and the description of Kamalam and Gopi from the story. And then teacher directs them to prepare a description of any famous person familiar to them.

**Phase 5: Web Integrated Language Activity for Fun and Enjoyment**

The Teacher asks the students to enjoy any one edutainment from the following suggested websites:


The web resources provide the spelling games and vocabulary games.

**Phase 6: Recapitulation**

The Teacher summarises the lesson to the students and thus ensures their English language learning.

**Phase 7: Follow up**

Write a short paragraph to describe a programme

Students resolved their difficulties related to the pronunciation and meaning of vocabulary **bald** with the help of web resource provided by the teacher.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary **grating** with the help of web resource provided by the teacher.

They became interested in clarifying their difficulties with the help of web resources.

The students listened to the directions of the teacher attentively and followed the directions accordingly.

The students became relaxed and confident in preparing their answer.

They gave appropriate responses and followed the direction given by the teacher.

They were relaxed in their edutainment.

The students listened attentively.

They wrote a short paragraph to describe a programme.
Lesson Plan No.17 for
Web Integrated English Language Learning

Class Details
Name of the teacher: Janeepa P. A. Standard: IX
Name of the School: St. Thomas High School, Thiroor Strength: 30/35
Subject: English Duration: 40 mins.
Unit: I - Roots
Sub unit: Kamalam who is it? ....
...closed for the vacation? (TheTattered Blanket).

Objectives
To enable the students
1. to speak and write correct English.
2. to enjoy communicating in English.
3. To reduce stress in learning English.
4. to develop interest in English language.
5. to develop vocabulary.
6. to take initiative in points for discussion.
7. to familiarise the theme of passage.

Pre-requisites
1. The students have learned short stories in English.
2. The students have acquired basic computer skills.

Learning Resources
1. Computer with internet connection
2. LCD Projector
3. Ordinary classroom teaching aids
4. Web Resources accessed from
   - http://www.youtube.com/watch?v=l_QWdOToACs
   - http://www.yourdictionary.com/drop-in
   - http://oald8.oxfordlearnersdictionaries.com/dictionary/awkwardly#awkwardly
   - http://grammar.about.com/od/tz/g/whquestion.htm
## Process

### Phase 1: Motivation

The Teacher and students engage in some informal talk. The teacher projects onto a screen a series of photos from the website [http://www.mid-day.com/photos/news/mummys-day-out/kiss/](http://www.mid-day.com/photos/news/mummys-day-out/kiss/). The photos are about the affection between children and their mother. Based on the pictures seen, a discussion is held between the teacher and the students.

Further the rest of the lesson is introduced to the students.

### Phase 2: Textual Reading

The teacher asks the students to read the lesson from the text.

Kamalam, who is it?’ Her mother asked loudly from the veranda. ‘Gopi,’ the man said. ‘There was a meeting in Thiruvananthapuram. I just dropped in on my way back.’

‘Who? Kamalam, who is it?’ There was a note of alarm in Amma’s voice.

‘Amma, why are you so scared?’ Kamalam, Gopi’s eldest sister, asked her a little awkwardly. ‘As if you are seeing Gopi for the first time!’

‘Amma, it’s me, Gopi,’ he said again.

He bent down and brought his face close to her wrinkled cheeks. ‘Amma, it’s me’.

‘Gopi? Kamalam, I can’t believe it! Has his school closed for the vacation?’

### Phase 3: Identifying and Resolving Difficulties

The teacher resolves Students’ difficulties of vocabulary with the help of the following web resources.

1. The teacher resolves Students’ difficulties related to the passage.

## Response

The students gave good responses and listened to the teacher attentively.

They eagerly watched the photos. The students participated in discussion and expressed their opinion about the topic to the teacher. The students became interested in the lesson.

The students read the passage.

Students resolved their difficulties related to the
Appendix A

| to the pronunciation and meaning of vocabulary dropped in from the website [http://www.yourdictionary.com/drop-in](http://www.yourdictionary.com/drop-in) The web resource contains pronunciation and meaning of the word dropped in. |


**Phase 4: Web Integrated Activity for Language Learning**

The teacher divides the students into different groups.
The teacher directs the Students to access the internet.
They are asked to read details from the following websites.
   a. [http://grammar.about.com/od/tz/g/whquestion.htm](http://grammar.about.com/od/tz/g/whquestion.htm)

The web resources provides details about using Wh-questions. The students are asked to discuss about the details of using Wh-questions.
Then the teacher asks the students to prepare few Wh-questions, which the old mother wants to ask her son.

**Phase 5: Web Integrated Language Activity for Fun and Enjoyment**

The Teacher asks the students to enjoy any one edutainment from the following suggested websites:
   a. [http://a4esl.org/q/j/ck/fb-queswords.html](http://a4esl.org/q/j/ck/fb-queswords.html)

The web resources provide the spelling games, grammar pronunciation and meaning of vocabulary dropped in with the help of web resource provided by the teacher.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary scared with the help of web resource provided by the teacher.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary awkwardly with the help of web resource provided by the teacher.

They became interested in clarifying their difficulties with the help of web resources.

The students listened to the directions of the teacher attentively and followed the directions accordingly.

The students became relaxed and confident in preparing their answer.

They gave appropriate responses and followed the direction given by the teacher.

They were relaxed in their edutainment.
quizzes and vocabulary games.

**Phase 6: Recapitulation**
The Teacher summarises the lesson to the students and thus ensures their English language learning.

**Phase 7: Follow up**
Collect similar stories dealing strained relationship between an old mother and her son.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students listened attentively.</td>
<td>The students collected stories dealing strained relationship between an old mother and her son.</td>
</tr>
</tbody>
</table>
Lesson Plan No.18 for
Web Integrated English Language Learning

Class Details
Name of the teacher: Janeepa P. A.  
Name of the School: St. Thomas High School, Thiroor  
Subject: English  
Unit: I - Roots  
Sub unit: ‘Amma is often like this these days...  
...doesn’t she get any time too ( The Tattered Blanket).

Objectives
To enable the students
1. to speak and write correct English.  
2. to enjoy communicating in English.  
3. to reduce stress in learning English.  
4. to develop interest in English language.  
5. to develop vocabulary.  
6. to take initiative in points for discussion.  
7. to familiarise the theme of passage.

Pre-requisites
1. The students have learned short stories in English.  
2. The students have acquired basic computer skills.

Learning Resources
1. Computer with internet connection  
2. LCD Projector  
3. Ordinary classroom teaching aids  
4. Web Resources accessed from
   • http://www.youtube.com/watch?v=WmzU47i2xgw  
   • http://oald8.oxfordlearnersdictionaries.com/dictionary/recognise#recognize  
   • http://oald8.oxfordlearnersdictionaries.com/dictionary/kids#kid_1  
   • http://oald8.oxfordlearnersdictionaries.com/dictionary/toes#toe_1  
   • http://www.ompersonal.com.ar/omaudio2/elementary/unit001a.htm  
   • http://www.learnenglishkids.britishcouncil.org/en/  
   • http://www.funenglishgames.com/spellinggames.html
### Process

<table>
<thead>
<tr>
<th>Phase 1: Motivation</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Teacher and students engage in some informal talk. The teacher projects onto a screen a video from the website <a href="http://www.youtube.com/watch?v=WmzU47i2xgw">http://www.youtube.com/watch?v=WmzU47i2xgw</a></td>
<td>The students gave appropriate responses and listened to the teacher attentively.</td>
</tr>
</tbody>
</table>

The video is about the pathetic condition of a man with memory problems. Based on the video seen, a discussion is held between the teacher and the students. Teacher pointed out the problems of the mother in the story. Further the lesson is introduced to the students.

<table>
<thead>
<tr>
<th>Phase 2: Textual Reading</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher asks the students to read the content provided as the E-Text.</td>
<td>They eagerly watched the video.</td>
</tr>
</tbody>
</table>

‘Amma is often like this these days. She doesn’t recognise anybody.’ Gopi’s sister explained. ‘But sometimes her memory is quite sharp. Then she asks me if you have sent any letter. I tell her everything is fine with you, Vimala and the kids. What is the point of telling her that you haven’t written for a year? Poor thing! I wouldn’t dream of making her unhappy.’

‘I got a promotion last year. After that I am always on my toes. And there are tours quite often. I don’t get any time to write letters.’

‘Why don’t you ask Vimala to write, or doesn’t she get any time too?’

<table>
<thead>
<tr>
<th>Phase 3: Identifying and Resolving Difficulties</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher resolves Students’ difficulties of vocabulary with the help of the following web resources.</td>
<td>The students read the passage.</td>
</tr>
</tbody>
</table>

1. The teacher resolves Students’ difficulties related to the pronunciation and meaning of vocabulary recognise from the web resource http://oald8.oxfordlearnersdictionaries.com/dictionary/recognise#recognize

The web resource contains pronunciation and meaning of the word recognise.

2. The teacher resolves Students’ difficulties related to the pronunciation and meaning of vocabulary recognise with the help of web resource provided by the teacher.

Students resolved their difficulties related to the
Appendix A

to the pronunciation and meaning of vocabulary *kids* from the website [http://oald8.oxfordlearnersdictionaries.com/dictionary/kids#kid_1](http://oald8.oxfordlearnersdictionaries.com/dictionary/kids#kid_1)

The web resource contains pronunciation and meaning of the word *kids*.

3. The teacher resolves Students’ difficulties related to the pronunciation and meaning of vocabulary *toes* from the website [http://oald8.oxfordlearnersdictionaries.com/dictionary/toes#toe_1](http://oald8.oxfordlearnersdictionaries.com/dictionary/toes#toe_1)

   The web resource contains pronunciation and meaning of the word *toes*.

**Phase 4: Web Integrated Activity for Language Learning**

The teacher divides the students into different groups. The teacher directs the Students to access the internet. They are asked to listen conversations from the following websites.


The web resources provide conversations in various situations. The students are asked to discuss about the conversation they have selected. Then the teacher asks the students to prepare a conversation between the son and his old mother.

**Phase 5: Web Integrated Language Activity for Fun and Enjoyment**

The Teacher asks the students to enjoy any one edutainment from the following suggested websites:


The web resources provide the spelling games and vocabulary games.

**Phase 6: Recapitulation**

The Teacher summarises the lesson to the students and thus ensures their English language learning.

**Phase 7: Follow up**

Write a short review of any film dealing with the issue of memory loss.
Lesson Plan No.19 for
Web Integrated English Language Learning

Class Details
Name of the teacher: Janeepa P. A. Standard : IX
Name of the School: St. Thomas High School, Thiroor Strength : 30/35
Subject: English Duration : 40 mins.
Unit: I - Roots
Sub unit: ‘What are you mumbling over there?.. ... what’s going on here, do you?’ (The Tattered Blanket).

Objectives
To enable the students
1. to speak and write correct English.
2. to enjoy communicating in English.
3. to reduce stress in learning English.
4. to develop interest in English language.
5. to develop vocabulary in English.
6. to take initiative in points for discussion.
7. to familiarise the theme of passage.

Pre-requisites
1. The students have learned short stories in English.
2. The students have acquired basic computer skills.

Learning Resources
1. Computer with internet connection
2. LCD Projector
3. Ordinary classroom teaching aids
4. Web Resources accessed from
   - https://www.facebook.com/compassionfortheelderly
   - http://oald8.oxfordlearnersdictionaries.com/dictionary/mumbling#mumble_1
   - http://oald8.oxfordlearnersdictionaries.com/dictionary/turned#turn_1
Appendix A


<table>
<thead>
<tr>
<th>Process</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase 1: Motivation</strong>&lt;br&gt;The Teacher and students engage in some informal talk. The teacher projects onto a screen a series of pictures from the website <a href="https://www.facebook.com/compassionfortheelderly">https://www.facebook.com/compassionfortheelderly</a> The pictures indicate the pathetic condition of elderly people and the need for providing compassion to them. Based on the pictures seen, a discussion is held between the teacher and the students. Then the teacher introduces the lesson to the students.</td>
<td>The students gave good responses and listened to the teacher attentively. They eagerly watched the pictures. The students participated in discussion and present their opinion about the topic to the teacher. The students became interested in the lesson.</td>
</tr>
<tr>
<td><strong>Phase 2: Textual Reading</strong>&lt;br&gt;The teacher asks the students to read the content provided as the E-Text. ‘What are you mumbling over there?’ Amma said loudly. ‘I heard somebody coming in a car. Who is it?’ ‘I told you, it’s Gopi.’ ‘But Gopi is in Delhi, isn’t he?’ ‘Yes, Amma, it’s me. I’ve come from Delhi.’ ‘Who did Gopi marry?’ Amma said, suddenly lowering her voice. ‘I mean, what’s his wife’s name?’ ‘Don’t say you’ve forgotten her name too. Don’t you remember, Vimala, District Collector Nambiar’s eldest daughter?’ Gopi’s sister said. ‘Oh, I forgot the name. Was there a letter from Gopi today?’ ‘There was. He writes everyday.’ ‘I’m terribly upset if I don’t get a letter from him everyday.’ ‘He knows it. That’s why he writes everyday.’ ‘Look at the way she talks.’ Gopi’s sister turned to him. ‘Just as I told you. You know nothing about what’s going</td>
<td></td>
</tr>
</tbody>
</table>

The students read the passage.
Phase 3: Identifying and Resolving Difficulties
The teacher resolves Students’ difficulties of vocabulary with the help of the following web resources.

1. The teacher resolves Students’ difficulties related to the pronunciation and meaning of vocabulary **mumbling** from the website http://oald8.oxfordlearnersdictionaries.com/dictionary/mumbling#mumble_1
   The web resource contains pronunciation and meaning of the word **mumbling**.

2. The teacher resolves Students’ difficulties related to the pronunciation and meaning of vocabulary **eldest** from the website http://oald8.oxfordlearnersdictionaries.com/dictionary/eldest
   The web resource contains pronunciation and meaning of the word **eldest**.

3. The teacher resolves Students’ difficulties related to the pronunciation and meaning of vocabulary **turned** from the website http://oald8.oxfordlearnersdictionaries.com/dictionary/turned#turn_1
   The web resource contains pronunciation and meaning of the word **turned**.

Phase 4: Web Integrated Activity for Language Learning
The teacher divides the students into different groups.
The teacher directs the Students to access the internet.
They are asked to utilise the following websites.
The web resources provide different types of letters to the student. The teacher asks them to read the letters.
The students are asked to discuss about the letter they have selected.
Then the teacher asks the students to prepare a letter to an old mother from her son.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary **mumbling** with the help of web resource provided by the teacher.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary **eldest** with the help of web resource provided by the teacher.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary **turned** with the help of web resource provided by the teacher.

They became interested in clarifying their difficulties with the help of web resources.

The students listened to the directions of the teacher attentively and followed the directions accordingly.

The students became relaxed and confident in preparing their answer.
### Phase 5: Web Integrated Language Activity for Fun and Enjoyment

The Teacher asks the students to enjoy any one edutainment from the following suggested websites:


The web resources provide the spelling games and vocabulary games.

### Phase 6: Recapitulation

The Teacher summarises the lesson to the students and thus ensures their English language learning.

### Phase 7: Follow up

Write a short paragraph about the most beautiful place you have visited.

| They gave appropriate responses and followed the direction given by the teacher. |
| They were relaxed in their edutainment. |
| The students listened attentively. |
| They wrote a short paragraph about the most beautiful place they have visited. |
Lesson Plan No.20 for
Web Integrated English Language Learning

Class Details
Name of the teacher: Janeepa P. A.                                                   Standard : IX
Name of the School: St. Thomas High School, Thiroor                    Strength : 30/35
Subject: English
Duration : 40 mins.
Unit: I - Roots
Sub unit: ‘who is that? Amma said again...
...I have a pain in the neck.’(The Tattered Blanket).

Objectives
To enable the students
1. to speak and write correct English.
2. to enjoy communicating in English.
3. to reduce stress in learn English.
4. to develop interest in English language.
5. to develop vocabulary in English.
6. to take initiative in points for discussion.
7. to familiarise the theme of passage.

Pre-requisites
1. The students have learned short stories in English.
2. The students have acquired basic computer skills.

Learning Resources
1. Computer with internet connection
2. LCD Projector
3. Ordinary classroom teaching aids
4. Web Resources accessed from
   - http://jpgmag.com/stories/19420
   - http://oald8.oxfordlearnersdictionaries.com/dictionary/knotted#knot_1
   - http://www.english-4u.de/prep_of_place.htm
Appendix A

- [http://www.english-4u.de/prep_of_place_ex1.htm](http://www.english-4u.de/prep_of_place_ex1.htm)
- [http://www.funenglishgames.com/spellinggames.html](http://www.funenglishgames.com/spellinggames.html)

<table>
<thead>
<tr>
<th>Process</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase 1: Motivation</strong>&lt;br&gt;The Teacher and students engage in some informal talk. The teacher projects onto a screen an article with series of photos from the website <a href="http://jpgmag.com/stories/19420">http://jpgmag.com/stories/19420</a>&lt;br&gt;The article and photos are about the life of elderly people who are neglected and forgotten by their family. Based on the pictures seen, a discussion is held between the teacher and the students. Further the lesson is introduced to the students.</td>
<td>The students gave appropriate responses and listened attentively. They eagerly watched the photos. The students participated in discussion and expressed their opinion about the topic to the teacher. They became interested in the lesson.</td>
</tr>
<tr>
<td><strong>Phase 2: Textual Reading</strong>&lt;br&gt;The teacher asks the students to read the content provided as the E-Text.&lt;br&gt;‘Who is that?’ Amma said again. ‘Who is that in a car?’&lt;br&gt;‘It’s me,’ Gopi said. ‘I had to come to Thiruvananthapuram. I thought I should drop in to see you, Amma.’&lt;br&gt;‘Who is your Amma? What is her name? Where does she live? Is it far from here?’&lt;br&gt;‘No, it is quite near.’&lt;br&gt;‘I don’t know how I can bring back her memory,’ Gopi’s sister said to him exasperatedly.&lt;br&gt;Gopi placed his briefcase on the thinna. He opened it and pulled out the contents. Clothes, files, a shaving set….&lt;br&gt;‘Do you know my son, Gopi?’ Amma asked him. ‘He is in Delhi... a Government Officer. He has Kesariyogam.... He draws a salary of two thousand</td>
<td></td>
</tr>
</tbody>
</table>

The students read the passage.
five hundred rupees. Do you know him?”
“Yes, I know him.”
‘Tell him to send me a **blanket**. There is a cold mist in the mornings. If I catch a cold it doesn’t leave me for a long time. Tell him to send a blanket, won’t you? A red one. I had a blanket, the one he bought for me when he was studying in Madras. It is all **tattered** now, just a ball of **knotted yarn**. Tell him to send me a red blanket, will you?’
‘I’ll tell him,’ he nodded.
‘Please don’t forget to tell him. The mist is not good for me. I think I’ll stretch myself out for a bit. I have been sitting too long in the armchair. I have a pain in the neck.’

**Phase 3: Identifying and Resolving Difficulties**

The teacher resolves Students’ difficulties of vocabulary with the help of the following web resources.

1. The teacher resolves Students’ difficulties related to the pronunciation and meaning of the vocabulary **blanket** from the website http://oald8.oxfordlearnersdictionaries.com/dictionary/blanket
   The web resource contains pronunciation and meaning of the word **blanket**.

2. The teacher resolves Students’ difficulties related to the pronunciation and meaning of the vocabulary **tattered** from the website http://oald8.oxfordlearnersdictionaries.com/dictionary/tattered
   The web resource contains pronunciation and meaning of the word **tattered**.

3. The teacher resolves Students’ difficulties related to the pronunciation and meaning of the vocabulary **knotted** from the website http://oald8.oxfordlearnersdictionaries.com/dictionary/knotted#knot_1
   The web resource contains pronunciation and meaning of the word **knotted**.

4. The teacher resolves Students’ difficulties related to the pronunciation and meaning of the vocabulary **yarn** from the website http://oald8.oxfordlearnersdictionaries.com/dictionary/yarn
   Students resolved their difficulties related to the pronunciation and meaning of vocabulary **blanket** with the help of web resource provided by the teacher.

   Students resolved their difficulties related to the pronunciation and meaning of vocabulary **tattered** with the help of web resource provided by the teacher.

   Students resolved their difficulties related to the pronunciation and meaning of vocabulary **knotted** with the help of web resource provided by the teacher.

   Students resolved their difficulties related to the pronunciation and meaning of vocabulary **yarn** with the help of web resource provided by the teacher.
The web resource contains pronunciation and meaning of the word **yarn**.

**Activity for Language Learning**
The teacher divides the students into different groups. The teacher directs the Students to access the internet. They are asked to read from the following websites.

- b. [http://www/english-4u.de/prep_of_place.htm](http://www/english-4u.de/prep_of_place.htm)

The web resources provide rules for using prepositions of place. The students are asked to discuss about prepositions of place.
The teacher asks the students to attend test from the following websites.


the web resource provide practice test for prepositions of place.

**Phase 5: Web Integrated Language Activity for Fun and Enjoyment**
The Teacher asks the students to enjoy any one edutainment from the following suggested websites:


The web resources provide the spelling games and vocabulary games.

**Phase 6: Recapitulation**
The Teacher summarises the lesson to the students and thus ensures their English language learning.

**Phase 7: Follow up**
Write 5 sentences using prepositions of place.

---

They became interested in clarifying their difficulties with the help of web resources.

The students listened to the directions of the teacher attentively and followed the directions accordingly.

The students became relaxed and confident to attend practice test.

They gave appropriate responses and followed the direction given by the teacher.

They were relaxed in their edutainment.

The students listened attentively.

They made sentences using prepositions of place.
Lesson Plan No.21 for
Web Integrated English Language Learning

Class Details
Name of the teacher: Janeepa P. A.          Standard : IX
Name of the School: St. Thomas High School, Thiroor Strength : 30/35
Subject: English Duration : 40 mins.
Unit: I - Roots
Sub unit: “Gopi’s sister put Amma to bed...
          ...But do you remember your Amma?”(The Tattered Blanket).

Objectives
To enable the students
1. to speak and write correct English.
2. to enjoy communicating in English.
3. to reduce stress in learning English.
4. to develop interest in English language.
5. to develop vocabulary in English.
6. to take initiative in points for discussion.
7. to familiarise the theme of passage.

Pre-requisites
1. The students have learned short stories in English.
2. The students have acquired basic computer skills.

Learning Resources
1. Computer with internet connection
2. LCD Projector
3. Ordinary classroom teaching aids
4. Web Resources accessed from
   - http://www.wikihow.com/Respect-Older-People
   - http://www.eslbase.com/grammar/tag-questions
   - http://www.englishgrammar.org/question-tags/
   - http://esl.fis.edu/grammar/rules/questions.htm
### Process

**Phase 1: Motivation**

The Teacher and students engage in some informal talk.

The teacher projects onto a screen an article with series of photos from the website [http://www.wikihow.com/Respect-Older-People](http://www.wikihow.com/Respect-Older-People)

The article is about the need for respecting elderly people. Based on the article with pictures seen, a discussion is held between the teacher and the students.

Further the lesson is introduced to the students.

**Phase 2: Textual Reading**

The teacher asks the students to read the content provided as the E-Text.

Gopi’s sister put Amma to bed and came back to the veranda.

‘You didn’t come to see Amma, did you?’

‘Delhi is too expensive. You know I have four children to look after now. I can’t make ends meet with my salary.

And one has to keep up one’s status. It will be a great help if I can raise some money by selling my share of the family **property**. I came to talk it over with you.’

‘You’ll sell your land and go away with the money. I know you won’t come here anymore after that.’

‘Don’t say that. I’ll come when I get time.’

‘Your time!’

He saw the irritation on his sister’s face.

‘It took you more than five years to find time to come here. Amma is eighty three now. I don’t think she will pull on much longer. It took you so long to visit her after the last time.’

‘But Amma can’t remember who I am,’ he said smiling feebly.

### Response

The students gave appropriate responses and listened attentively.

They eagerly watched the photos.

The students participated in discussion and expressed their opinion about the topic to the teacher.

The students became interested in the lesson.

The students read the passage.
**Appendix A**

**‘But do you remember your Amma?’**

**Phase 3: Identifying and Resolving Difficulties**
The teacher resolves Students’ difficulties of vocabulary with the help of the following web resources.

1. The teacher resolves Students’ difficulties related to the pronunciation and meaning of the vocabulary `expensive` from the website [http://oald8.oxfordlearnersdictionaries.com/dictionary/expensive](http://oald8.oxfordlearnersdictionaries.com/dictionary/expensive)
   The web resource contains pronunciation and meaning of the word `expensive`.

2. The teacher resolves Students’ difficulties related to the pronunciation and meaning of the vocabulary `property` from the website [http://oald8.oxfordlearnersdictionaries.com/dictionary/property](http://oald8.oxfordlearnersdictionaries.com/dictionary/property)
   The web resource contains pronunciation and meaning of the word `property`.

**Phase 4: Web Integrated Activity for Language Learning**
The teacher divides the students into different groups. The teacher directs the Students to access the internet. They are asked to read from the following web resources.


c. [http://esl.fis.edu/grammar/rules/questions.htm](http://esl.fis.edu/grammar/rules/questions.htm)

The web resources provide rules for using question tags.

Then the teacher asks them to attend test from the following web resources.


d. [http://grammar.about.com/od/tz/g/tagqueterm.htm](http://grammar.about.com/od/tz/g/tagqueterm.htm)

The web resources provide practice test for question tag.

**Phase 5: Web Integrated Language Activity for Fun and Enjoyment**
The Teacher asks the students to enjoy any one They gave appropriate responses.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary `expensive` with the help of web resource provided by the teacher.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary `property` with the help of web resource provided by the teacher.

They became interested in clarifying their difficulties with the help of web resources.

The students listened to the directions of the teacher attentively and followed the directions accordingly.

The students became relaxed and confidant in attending the practice test.

They gave appropriate responses and followed the direction given by the teacher.
edutainment from the following suggested websites:

The web resources provide the spelling games and vocabulary games.

**Phase 6: Recapitulation**
The Teacher summarises the lesson to the students and thus ensures their English language learning.

**Phase 7: Follow up**
Write an appreciation of the story

<table>
<thead>
<tr>
<th>They were relaxed in their edutainment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students listened attentively.</td>
</tr>
<tr>
<td>They wrote an appreciation of the story.</td>
</tr>
</tbody>
</table>
Lesson Plan No.22 for
Web Integrated English Language Learning

Class Details
Name of the teacher: Janeepa P. A. Standard : IX
Name of the School: St. Thomas High School, Thiroor Strength : 30/35
Subject: English Duration : 40 mins.
Unit: I - Roots
Sub unit: To My Nanny( Stanza 1)

Objectives
To enable the pupils
1. to enjoy communicating in English.
2. to develop imaginative power
3. to reduce stress in learn English
4. to get enjoyment through the reading of poem.
5. to develop interest in reading poems in English.
6. to familiarise the theme of poem.

Pre-requisites
1. The learner has learned simple poems in English.
2. The learner has acquired basic computer skills.

Learning Resources
1. Computer with internet connection
2. LCD Projector
3. Ordinary classroom teaching aids
4. Web resources accessed from
   - http://lisasimplyme.blogspot.in/2012/01/poems-for-your-nanny-babysitter.html
## Process

### Motivation

The teacher and the students indulge in an informal talk. Then the teacher presents a number of photos to the students from the web resources


The photos are about the relationship between a nanny and child.

Based on the picture they have seen, a discussion is held between the teacher and the students.

The teacher introduces the author from the following websites


With proper environment, she introduces the poem to the students.

### Textual Reading

The teacher asks the students to read the poem provided as the E-Text.

**Dear** doting **sweetheart of my childhood,**

**Companion** of my **austere fate**!

In the **lone** house deep in the **wild wood**

How **patiently** for me you wait.

### Identifying and Resolving Difficulties

The teacher resolves Students’ difficulties of vocabulary with the help of the following web resources.

1. The teacher resolves Students’ difficulties related to the pronunciation and meaning of the vocabulary **doting** from the website


   The web resource contains pronunciation and meaning of the word **doting**.

2. The teacher resolves Students’ difficulties related to the pronunciation and meaning of the vocabulary **Companion** from the website


   The web resource contains pronunciation and meaning of the word **Companion**.

## Response

- The students gave appropriate responses and listen attentively.

- They eagerly watched the photos.

- The students participated in discussion and expressed their opinion about the topic to the teacher.

- They became interested in the poem.

- The students read the poem.

- They gave appropriate responses.

- Students resolved their difficulties related to the pronunciation and meaning of vocabulary **doting** with the help of web resource provided by the teacher.

- Students resolved their difficulties related to the pronunciation and meaning of vocabulary **Companion** with the help of web resource provided by the teacher.
meaning of the word Companion.

3. The teacher resolves Students’ difficulties related to the pronunciation and meaning of the vocabulary lone from the website http://oald8.oxfordlearnersdictionaries.com/dictionary/lone
   The web resource contains pronunciation and meaning of the word lone.

4. The teacher resolves Students’ difficulties related to the pronunciation and meaning of the vocabulary wild wood from the website http://www.mapability.com/gallery2/d/1649-5/DSC07020.JPG
   The web resource contains pronunciation and meaning of the word wild wood.

Web Integrated Activity for Language Learning
The teacher gives clear direction to the students. They are directed to:
   ❖ Access the internet.
   ❖ Teacher asks the students to read poems from the following websites:
     a. http://lisasimplyme.blogspot.in/2012/01/poems-for-your-nanny-babysitter.html
   The web resources provides poems about nanny. After reading the poems, the students are asked to write a poem to a nanny.

Web Integrated Language Activity for Fun and Enjoyment
The Teacher asks the students to enjoy any one edutainment from the following suggested websites:
   The web resources provide the spelling games and vocabulary games.

Recapitulation
Teacher summarises the lesson to the students and thus ensures their learning.

Follow up
Collect poems with same message.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary lone with the help of web resource provided by the teacher.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary wild wood with the help of web resource provided by the teacher.

They became interested in clarifying their difficulties with the help of web resources.

The students listened to the directions of the teacher attentively and followed the directions accordingly.

The students became relaxed and confident in preparing their answer.

They gave appropriate responses and followed the direction given by the teacher.

They were relaxed in their edutainment.

The students listened attentively.

They collected poems
Lesson Plan No.23 for
Web Integrated English Language Learning

Class Details
Name of the teacher: Janeepa P. A.                      Standard : IX
Name of the School: St. Thomas High School, Thiroor     Strength : 30/35
Subject: English                                         Duration : 40 mins.
Unit: I - Roots                                          Sub unit:  To My Nanny (2 & 3 stanza)

Objectives
To enable the pupils
1. to enjoy communicating in English.
2. to develop imaginative power
3. to reduce stress in learn English
4. to develop interest in English poems
5. to get enjoyment through the reading of poem.
6. to take initiative in points for discussion.
7. to familiarise the theme of poem.

Pre-requisites
1. The learner has learned simple poems in English.
2. The learner has acquired basic computer skills.

Learning Resources
1. Computer with internet connection
2. LCD Projector
3. Ordinary classroom teaching aids
4. Web resources accessed from
   - http://oald8.oxfordlearnersdictionaries.com/dictionary/falters#falter
Appendix A

- http://oald8.oxfordlearnersdictionaries.com/dictionary/forebodings#foreboding
- http://www.studyzone.org/testprep/ela4/i/rhymingwords1.cfm
- http://literarydevices.net/rhyme/

<table>
<thead>
<tr>
<th>Process</th>
<th>Response</th>
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<tbody>
<tr>
<td><strong>Motivation</strong></td>
<td>The students gave appropriate responses and listened to the teacher attentively.</td>
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<tr>
<td>The teacher and the students indulge in an informal talk. Then the teacher presents a number of photos to the students from the web resource <a href="http://resources2.news.com.au/images/2014/08/29/1227041/909482-132a9718-2f44-11e4-a803-db17e577f0e1.jpg">http://resources2.news.com.au/images/2014/08/29/1227041/909482-132a9718-2f44-11e4-a803-db17e577f0e1.jpg</a>. The photo reflects the love and warmth of a mother towards her child, the kid is preparing to go to school. Teacher reminds the students how their mother helps them to go to school and their mother’s waiting for their return from school. Thus based on the photo they have seen, a discussion is held between the teacher and the students With proper environment, she introduces the poem to the students.</td>
<td>They eagerly watched the photos. The students participated in discussion and expressed their opinion about the topic to the teacher. They became interested in the poem.</td>
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<tr>
<td><strong>Textual Reading</strong></td>
<td>The students read the poem. They gave appropriate responses.</td>
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<tr>
<td>The teacher asks the students to read the poem provided as the E-Text. <strong>Alone beside your window sitting You wait for me and blame the clock, While, in your wrinkled hands, your knitting Fitfully falters to a stop. Beyond the crumbling gates the pine trees Shadow the road you watch so well.</strong></td>
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</table>


**Indexing and Resolving Difficulties**
The teacher resolves Students’ difficulties of vocabulary with the help of the following web resources.

1. The teacher resolves Students’ difficulties related to the meaning of the vocabulary **blame** from the website [http://oald8.oxfordlearnersdictionaries.com/dictionary/blame](http://oald8.oxfordlearnersdictionaries.com/dictionary/blame)
The web resource contains pronunciation and meaning of the word **blame**.

2. The teacher resolves Students’ difficulties related to the meaning of the vocabulary **knitting** from the website [http://oald8.oxfordlearnersdictionaries.com/dictionary/knitting](http://oald8.oxfordlearnersdictionaries.com/dictionary/knitting)
The web resource contains pronunciation and meaning of the word **knitting**.

3. The teacher resolves Students’ difficulties related to the meaning of the vocabulary **falters** from the website [http://oald8.oxfordlearnersdictionaries.com/dictionary/falters#falter](http://oald8.oxfordlearnersdictionaries.com/dictionary/falters#falter)
The web resource contains pronunciation and meaning of the word **falters**.

The web resource contains pronunciation and meaning of the word **pine trees**.

5. The teacher resolves Students’ difficulties related to the meaning of the vocabulary **Shadow** from the website [http://oald8.oxfordlearnersdictionaries.com/dictionary/Shadow](http://oald8.oxfordlearnersdictionaries.com/dictionary/Shadow)
The web resource contains pronunciation and meaning of the word **Shadow**.

6. The teacher resolves Students’ difficulties related to the meaning of the vocabulary **forebodings** with the help of web resource provided by the teacher.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary **blame** with the help of web resource provided by the teacher.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary **knitting** with the help of web resource provided by the teacher.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary **falters** with the help of web resource provided by the teacher.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary **pine trees** with the help of web resource provided by the teacher.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary **Shadow** with the help of web resource provided by the teacher.

Students resolved their difficulties related to the meaning of vocabulary **forebodings** with the help of web resource provided by the teacher.
Appendix A

forebodings from the website http://oald8.oxfordlearnersdictionaries.com/dictionary/forebodings#foreboding
The web resource contains pronunciation and meaning of the word forebodings.

7. The teacher resolves Students’ difficulties related to the meaning of the vocabulary Oppress from the website http://oald8.oxfordlearnersdictionaries.com/dictionary/Oppress
The web resource contains pronunciation and meaning of the word Oppress.

8. The teacher resolves Students’ difficulties related to the meaning of the vocabulary haunt from the website http://oald8.oxfordlearnersdictionaries.com/dictionary/haunt
The web resource contains pronunciation and meaning of the word haunt.

Web Integrated Activity for Language Learning
Teacher asks the students to read about rhyming words from the following websites:

b. http://literarydevices.net/rhyme/

The web resources provide examples of rhyming words.
The teacher gives clear direction to the students. They are directed to find out the rhyming words from the poem “To My Nanny”.

Web Integrated Language Activity for Fun and Enjoyment
The Teacher asks the students to enjoy any one edutainment from the following suggested websites:


The web resources provide the spelling games and vocabulary games

help of web resource provided by the teacher.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary Oppress with the help of web resource provided by the teacher.

Students resolved their difficulties related to the pronunciation and meaning of vocabulary haunt with the help of web resource provided by the teacher.

They became interested in clarifying their difficulties with the help of web resources.

The students listened to the directions of the teacher attentively and followed the directions accordingly.

The students became relaxed and confident in preparing their answer.

They gave appropriate responses and followed the direction given by the teacher.

They were relaxed in their edutainment.
<table>
<thead>
<tr>
<th>Recapitulation</th>
<th>The students listened attentively.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher summarises the lesson to the students and thus ensures their learning.</td>
<td>They wrote an appreciation of the poem ‘To My Nanny’.</td>
</tr>
<tr>
<td><strong>Follow up</strong></td>
<td></td>
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<tr>
<td>Prepare an appreciation of the poem ‘To My Nanny’.</td>
<td></td>
</tr>
</tbody>
</table>
List of Experts who validated the Tools used for the Study

1. Dr. Anita Mathai, Associate Professor, Titus II Teachers College, Thiruvalla
2. Dr. Mary Sheeba Jose, Associate Professor, Mount Carmel College of Teacher Education, Koytayam.
3. Mr. C. K. Hariharan, Associate Professor, Department of English, Sree Kerala Varma College, Thrissur
4. Mr. Krishnakumar K. Menon, Assistant Professor, Department of English, Sree Vivekananda College, Thrissur
7. Ms. Soumya K., High School Assistant, Sree Krishna Higher Secondary School, Thrissur
10. Ms. Sreekala M., High School Assistant, Government Vocational Higher Secondary School, Deshamangalam, Thrissur
11. Mr. Blessan David Jose, High School Assistant, Government Vocational Higher Secondary School, Deshamangalam, Thrissur
14. Mr. Baby Devassy, High School Assistant, St. Paul’s High School, Kozhijampara, Palakkad
Lesson Plan for

Activity Oriented Method of Learning English

Prepared by: Janeepa P. A.
Research Scholar

Supervised by: Dr. Jaya Jaise
Associate Professor

School of Pedagogical Sciences
Mahatma Gandhi University, Kottayam
Lesson Plan for
Activity Oriented Method of Learning English

Class Details
Name of the teacher: Janeepa P. A.                       Standard: IX
Name of the School: St. Thomas High School, Thiroor      Strength: 30/35
Subject: English                                         Duration: 40 mins.
Unit: I - Roots                                          Sub unit: Paragraphs 1-2 of The Son from America

Objectives
To enable the students
1. to speak and write correct English.
2. to develop interest in English language.
3. to develop vocabulary.
4. to take initiative in discussion.
5. to familiarise the theme of passage.

Pre-requisites
The students have learned short stories in English.

Learning Materials
1. Ordinary classroom teaching aids
2. Photographs
3. Flash cards
## Process

### Introduction

The teacher greets the students and creates a rapport with them. The teacher and the students engage in informal talk.

The teacher shows certain photos regarding the life of villagers. The photos deal with the life of villagers in various life situations. Based on the photos seen, a discussion is held between the teacher and the students.

Then the teacher shows a photo of the author and introduces the author and the lesson to the students.

### Activity 1

The Teacher divides the students into different groups. Then she asks each group to read the passage silently. Then she asks each group to find out the difficult words from the passage. She then explains these words using flash cards.

### Activity 2

The Teacher asks each group to make sentences with the words they found to be difficult.

### Activity 3

The Teacher asks each group to make a write-up on the peculiarities they find in Lentshin village.

## Response

The students gave appropriate responses and listened attentively to the teacher.

They watched the photos of villagers.

The students participated in the discussion and expressed their opinion to the teacher.

The students read the passage silently. They pointed out the words they found to be difficult.

The students listened carefully.

The students made sentences with the words they found to be difficult.

The students participated in group discussion. Each group completed a write-up on the peculiarities of Lentshin village.
**Review**

The Teacher summarises the lesson to the students and asks simple questions so as to check their learning.

**Assignment**

Write a short poem about a village.

The students listened carefully and gave appropriate answers.

The students wrote poem about a village
### SCALE ON ENGLISH LANGUAGE ANXIETY (DRAFT)

**Directions**

Given below are some statements to assess your language anxiety in English. Please read each statement carefully and indicate how far you agree to them. Use a tick mark (✓) to denote your response in the appropriate column provided for each statement in the Response Sheet. You can be assured that your answers will be kept strictly confidential and will be used purely for research purpose.

1. I am confident about what I speak in English.
2. I feel shy when I have to speak in English.
3. I am worried that I don’t have adequate fluency in speaking English.
4. I am comfortable while speaking in English with others.
5. I am afraid my pronunciation is not good while speaking in English.
6. I feel I have adequate fluency in speaking English.
7. I feel like I am an estranged person when I am speaking in English.
8. I don’t get upset when I think about the grammatical rules I have to keep while speaking in English.
9. I am worried when I do not find appropriate words while speaking English.
10. I don’t feel nervous when I speak English.
11. While listening to a speech in English, I get nervous when I don’t understand it’s meaning.
12. I am worried when I am not sure whether I understand what I am listening to in English.
13. I feel confident when I am listening to spoken English.
14. While listening to spoken English, I get upset whenever I don’t understand a word.
15. It bothers me to identify correct stress and intonation while listening to a talk in English.
16. I don’t feel any difficulty in listening to various programmes in English.
17. I am anxious whether I recognise the rhythm of poems in English.
18. I can recognise stress and intonation patterns of English.
19. I am confident when I have to listen and comprehend unfamiliar pronunciation of native speakers of English.
20. I don’t panic when I hear an unfamiliar word.
21. I am unsure about the accuracy of what I write in English.
22. When I write in English, I feel nervous and confused over the grammatical rules I have to follow.
23. I don’t feel it difficult to write in English.
24. I get upset when I am not sure about the punctuation while writing in English.
25. I am always worried about the spelling mistakes when writing in English.
26. When I write in English, I don’t worry about my selection of words.
27. I don’t get upset when others find out the spelling mistakes in what I have written.
28. I am at ease while selecting appropriate vocabulary in English to convey attitude and implied meaning.
29. I am comfortable when I have to write English in different styles for various occasions in life.
30. I am confident about my ability to organise my ideas in logical sequence while writing English.
31. I feel confident when I am reading English.
32. I am afraid I will lose continuity while reading stories in English.
33. I feel tensed when I don’t understand grammatical usages in English passages.
34. I don’t get upset when I encounter new words when reading English.
35. I am afraid I will not understand what I read in English.
36. I feel relaxed while reading English lessons with adequate speed.
37. While reading an English passage, I don’t feel anxious about understanding it’s implied meaning.
38. I feel confident about understanding the relationship between clauses and sentences in an English passage.
39. I feel tensed when I do not understand the style and organisation of a reading material.
40. I am not afraid to pronounce unfamiliar words and phrases while reading a passage in English.
41. I am nervous at the thought of other students teasing me about my mistakes in English.
42. I feel other students learn English more quickly than I do.
43. I am not afraid of making mistakes in English.
44. I am not worried that others will point out my mistakes when I speak in English.
45. I am afraid I will be humiliated by others when I do not comprehend their speech.
46. I am not afraid of making mistakes while writing English.
47. I am anxious whether other students will laugh at my faulty pronunciation while reading English.
48. I feel comfortable even when I feel others evaluate me when I use English.
49. I am afraid other students will get better marks than I do.
50. I feel it’s natural to make mistakes while learning English.
51. I am not bothered about the excellence of other students in English.
52. I am not comfortable during my tests in English.
53. However hard I prepare, I feel tensed when I attend tests in English.
54. I am eager to attend tests in English.
55. I feel relaxed while attending tests in English.
56. I feel nervous and worried during tests in English.
57. When I attend a test in English, I feel frozen with fear.
58. During tests in English, I am afraid I will lose continuity while reading lengthy passages.
59. I don’t get upset when I have to attend oral tests in English.
60. When a testing situation demands me to deliver a speech in English, I tremble.
61. I feel tensed when I don’t understand grammatical usages while reading questions of the test.
62. I am not worried that I forget answers while attending English tests.
63. I am afraid I will not remember particular words while writing tests in English.
64. I always have the fear of making grammatical mistakes while writing tests in English.
65. There is no reason to get tensed about tests in English.
RESPONSE SHEET OF THE SCALE ON
ENGLISH LANGUAGE ANXIETY (DRAFT)

Name........................... Gender: Male/Female
School......................... Locale: Rural/Urban
Standard........Division.....

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<tr>
<th>Sl No.</th>
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**Appendix E**

**t-value of Items in the Scale on English Language Anxiety (Draft)**

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* The items selected for the final Scale
SCALE ON ENGLISH LANGUAGE ANXIETY

Directions

Given below are some statements to assess your language anxiety in English. Please read each statement carefully and indicate how far you agree to them. Use a tick mark (✓) to denote your response in the appropriate column provided for each statement in the Response Sheet. You can be assured that your answers will be kept strictly confidential and will be used purely for research purpose.

1. I feel shy when I have to speak in English.
2. I am worried that I don’t have adequate fluency in speaking English.
3. I am afraid my pronunciation is not good while speaking in English.
4. I feel I have adequate fluency in speaking English.
5. I feel like I am an estranged person when I am speaking in English.
6. I don’t get upset when I think about the grammatical rules I have to keep while speaking in English.
7. I am worried when I do not find appropriate words while speaking English.
8. I don’t feel nervous when I speak English.
9. While listening to a speech in English, I get nervous when I don’t understand its meaning.
10. I am worried when I am not sure whether I understand what I am listening to in English.
11. I feel confident when I am listening to spoken English.
12. While listening to spoken English, I get upset whenever I don’t understand a word.
13. It bothers me to identify correct stress and intonation while listening to a talk in English.
14. I don’t feel any difficulty in listening to various programmes in English.
15. I am anxious whether I recognise the rhythm of poems in English.
16. I can recognise stress and intonation patterns of English.
17. I am confident when I have to listen and comprehend unfamiliar pronunciation of native speakers of English.
18. I don’t panic when I hear an unfamiliar word.
19. I am unsure about the accuracy of what I write in English.
20. When I write in English, I feel nervous and confused over the grammatical rules I have to follow.
21. I don’t feel it difficult to write in English.
22. I get upset when I am not sure about the punctuation while writing in English.
23. I am always worried about the spelling mistakes when writing in English.
24. When I write in English, I don’t worry about my selection of words.
25. I am at ease while selecting appropriate vocabulary in English to convey attitude and implied meaning.
26. I am comfortable when I have to write English in different styles for various occasions in life.
27. I am confident about my ability to organise my ideas in logical sequence while writing English.
28. I feel confident when I am reading English.
29. I feel tensed when I don’t understand grammatical usages in English passages.
30. While reading an English passage, I don’t feel anxious about understanding it’s implied meaning.
31. I feel confident about understanding the relationship between clauses and sentences in an English passage.
32. I feel tensed when I do not understand the style and organisation of a reading material.
33. I am not afraid to pronounce unfamiliar words and phrases while reading a passage in English.
34. I am nervous at the thought of other students teasing me about my mistakes in English.
35. I am not worried that others will point out my mistakes when I speak in English.
36. I am not afraid of making mistakes while writing English.
37. I am not bothered about the excellence of other students in English.
38. I am not comfortable during my tests in English.
39. However hard I prepare, I feel tensed when I attend tests in English.
40. I am eager to attend tests in English.
41. I feel relaxed while attending tests in English.
42. I feel nervous and worried during tests in English.
43. When I attend a test in English, I feel frozen with fear.
44. During tests in English, I am afraid I will lose continuity while reading lengthy passages.
45. I don’t get upset when I have to attend oral tests in English.
46. When a testing situation demands me to deliver a speech in English, I tremble.
47. I feel tensed when I don’t understand grammatical usages while reading questions of the test.
48. I am not worried that I forget answers while attending English tests.
49. I am afraid I will not remember particular words while writing tests in English.
50. There is no reason to get tensed about tests in English.
# RESPONSE SHEET OF THE SCALE ON ENGLISH LANGUAGE ANXIETY

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Gender: Male/Female
School............................
Locale: Rural/Urban
Standard........Division.....

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INVENTORY ON INTEREST IN ENGLISH (DRAFT)

Directions

Given below are certain situations/activities. Please read them carefully and decide which of the three options you find most interesting. Use a tick mark (✓) to denote your response in the appropriate column provided for each statement in the Response Sheet. You can be assured that your responses will be kept strictly confidential and will be used purely for research purpose.

1. When I get an occasion to read stories and novels, I would prefer to read them
   A. in English   B. in Malayalam.   C. in Hindi.

2. I am eager to read biographies

3. I enjoy reading comics
   A. in Malayalam.   B. in English.   C. in Hindi.

4. When I get an occasion to read newspapers, I prefer
   A. English newspapers.   B. Malayalam newspapers.   C. Hindi newspapers.

5. I like to watch

6. When I talk to others, I prefer to speak
   A. in English.   B. in Malayalam.   C. in Hindi.

7. I find pleasure in solving puzzles and riddles
   A. in Mathematics.   B. in Malayalam.   C. in English.

8. I am very eager to learn

9. I am very excited about practicing correct pronunciation
   A. of English words.   B. of Malayalam words.   C. of Hindi words.

10. When I get leisure time, I write stories
    A. in Malayalam.   B. in English.   C. in Hindi.

11. I like to participate
    A. in English dramas.   B. in Malayalam dramas.   C. in Sanskrit dramas.

12. I take initiative to organise and participate in
13. I have interest to participate in spelling contests
   A. in Malayalam.       B. in English.       C. in Hindi.
14. When I get an occasion, I listen to news programmes
   A. in Hindi.           B. in Malayalam.    C. in English.
15. When I visit a library, I borrow
16. I prefer a class library with
17. I find entertainment in collecting and enjoying songs
   A. in English.        B. in Malayalam.    C. in Hindi.
18. I feel very enthusiastic about reading reviews
19. I like proverbs
   A. in Hindi.          B. in English.      C. in Malayalam.
20. I like to collect photos of famous
   A. writers of English literature. 
   B. scientists.         
   C. mathematicians.     
21. It’s with great enthusiasm that I participate in debates and discussions
   A. in Hindi.           B. in Malayalam.   C. in English.
22. I get thrilled when I get a chance to participate in quizzes related
   A. to English literature. B. to Science.    C. to History.
23. I am curious to know the history
24. I am interested in translating sentences from other languages
25. I always want to have a personal collection of classic books
   A. in English.        B. in Malayalam.    C. in Hindi.
26. I prefer writing poems
   A. in Hindi           B. in Malayalam.    C. in English
27. I am very eager to collect study materials of
   A. Mathematics  B. English  C. Science

28. I like to know about the development of
   A. Hindi language  B. Malayalam language  C. English language

29. When I present books as gift to others, I select

30. It’s my passion to locate attractive advertisements in
   A. in Hindi  B. in Malayalam.  C. in English

31. It’s a great pleasure for me to attend
   A. Malayalam class.  B. English class  C. science class

32. I am eager to participate in training programmes to improve my knowledge
   A. in Science  B. in English  C. in Mathematics

33. It’s a great pleasure for me to make a career based on my study

34. I like to collect poems
   A. in English.  B. in Malayalam.  C. in Hindi.

35. When I prepare letters for different purposes, I select

36. I have a desire to understand
   A. Hindi culture and lifestyle.
   B. English culture and lifestyle.
   C. Malayalam culture and lifestyle.

37. I like to experiment with different artistic styles in writing
   A. Malayalam language  B. English language  C. Hindi language.

38. When I am asked to prepare an article, I will prepare an article
   A. on science topics.  B. on mathematics.  C. on English literature.

39. I am very keen about learning

40. It’s my passion to recite poems
   A. in English.  B. in Malayalam.  C. in Hindi.
# RESPONSE SHEET OF THE INVENTORY ON INTEREST IN ENGLISH (DRAFT)

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Gender: Male/Female
School: _________________________
Locale: Rural/Urban
Standard: _________ Division: ______

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## Appendix G

### SCORING KEY OF THE INVENTORY ON INTEREST IN ENGLISH (DRAFT)

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## DIFFICULTY INDEX AND DISCRIMINATING POWER OF ITEMS IN THE INVENTORY ON INTEREST IN ENGLISH (DRAFT)

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* The items selected for the final Inventory
INVENTORY ON INTEREST IN ENGLISH

Directions

Given below are certain situations/activities. Please read them carefully and decide which of the three options you find most interesting. Use a tick mark (✓) to denote your response in the appropriate column provided for each statement in the Response Sheet. You can be assured that your responses will be kept strictly confidential and will be used purely for research purpose.

1. When I get an occasion to read stories and novels, I would prefer to read them
   A. in English    B. in Malayalam.   C. in Hindi.

2. I am eager to read biographies

3. I enjoy reading comics
   A. in English. B. in Malayalam. C. in Hindi.

4. When I get an occasion to read newspapers, I prefer
   A. English newspapers. B. Malayalam newspapers. C. Hindi newspapers.

5. I like to watch

6. When I talk to others, I prefer to speak
   A. in English. B. in Malayalam. C. in Hindi.

7. I am very eager to learn

8. I am very excited about practicing correct pronunciation
   A. of English words. B. of Malayalam words. C. of Hindi words.

9. I like to participate
   A. in English dramas. B. in Malayalam dramas. C. in Sanskrit dramas.

10. I take initiative to organise and participate in

11. I have interest to participate in spelling contests
    A. in English. B. in Malayalam. C. in Hindi.

12. When I get an occasion, I listen to news programmes
    A. in English. B. in Malayalam. C. in Hindi.
13. I prefer a class library with
14. I feel very enthusiastic about reading reviews
   A. of English books.
   B. of Science books.
   C. of Mathematics books.
15. I like proverbs
   A. in Hindi.  B. in English.  C. in Malayalam.
16. I like to collect photos of famous
   A. writers of English literature.
   B. scientists.
   C. mathematicians.
17. It’s with great enthusiasm that I participate in debates and discussions
   A. in English.  B. in Malayalam.  C. in Hindi.
18. I get thrilled when I get a chance to participate in quizzes related
   A. to English literature.  B. to Science.  C. to History.
19. I am interested in translating sentences from other languages
20. I prefer writing poems
   A. in Hindi  B. in Malayalam.  C. in English
21. I like to know about the development of
   A. Hindi language  B. Malayalam language  C. English language
22. When I present books as gift to others, I select
23. I am eager to participate in training programmes to improve my knowledge
   A. in Science  B. in English  C. in Mathematics
24. I have a desire to understand
   A. Hindi culture and lifestyle.
   B. English culture and lifestyle.
   C. Malayalam culture and lifestyle.
25. It’s my passion to recite poems
   A. in English.  B. in Malayalam.  C. in Hindi.
# RESPONSE SHEET OF THE INVENTORY ON INTEREST IN ENGLISH

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TEST ON ACHIEVEMENT IN ENGLISH (DRAFT)

Standard : IX
Unit : Roots

Maximum Score : 90
Time : 2 Hour 40 Minutes

Directions
This Test is conducted to assess your achievement in English. The Test has multiple choice questions. Each question is provided with four answers A, B, C & D. Of the four options, one is correct. Read the questions carefully and mark your answers appropriately in the Response Sheet provided to you. Use a tick mark (✓) to indicate your choice of response.

1. Lentshin is _________
   A. a village       B. a town
   C. an institution  D. a state

2. Birl is a _________
   A. farmer         B. carpenter
   C. baker          D. priest

3. Which is not the characteristic feature of Lentshin?
   A. Thatched roof  B. Shingles green with moss
   C. Tiny huts      D. Fully furnished big houses

4. Identify the Jewish place of worship.
   A. Synagogue       B. Church
   C. Temple          D. Mosque

5. There is few young people in Lentshin. Why?
   A. The young people hate Lentshin village.
   B. They want to visit new places and they deserted the village.
   C. The young people had gone to urban areas to earn money.
   D. The young people don’t want to be in touch with the village people.

6. Provide the suitable verb form: He _________ the Taj Mahal last year.
   A. Visited         B. will visit
   C. visits          D. visit

7. What happened to the money sent by Samuel to his parents?
   A. His parents deposited the money in a bank.
   B. The money was taken by thieves.
   C. His parents kept the money inside a boot in their home.
   D. His parents spent the money.

8. Add a suitable relative pronoun: This is the girl _________ I met at the coffee shop.
   A. which         B. whom
   C. whose         D. that

9. Identify the season mentioned in the story.
   A. Summer        B. Winter
   C. Spring        D. Autumn

10. Split the following sentence: Neither Raju nor Ramu had a white shirt.
    A. 1. Raju had no white shirt.  2. Ramu had no white shirt.
    B. 1. Raju had neither white shirt.  2. Ramu had no white shirt.
    C. 1. Raju had nor white shirt.  2. Ramu had nor white shirt.
    D. 1. Raju have no white shirt.  2. Ramu had no white shirt.
11. Evaluate the difference between Berl and Belcha in their reaction towards Samuel’s arrival?
   A. Belcha is sad while Berl is happy.
   B. Belcha could not control her emotions but Berl controlled his emotions.
   C. There is no difference between Berl and Belcha.
   D. Berl is angry while Belcha is calm and quiet.

12. Add a suitable relative pronoun: This is the boy _______ borrowed my pen.
   A. which
   B. whose
   C. whom
   D. who

13. Choose the correctly spelt word from the alternatives given below:
   A. Neibors
   B. Nnighbors
   C. Neighbors
   D. Neighbours

14. Change the sentence into Reported speech: The girl said, “I like movies”.
   A. The girl said that she liked movies.
   B. The girl said that she will like movies.
   C. The girl says that she had liked movies.
   D. The girl said that she have been liked movies.

15. Combine the following two sentences using “so...that”:
    a. The letters were very small
    b. He could not read the book.
   A. The letters were so small that he could not read the book.
   B. The letters were very small so that he could not read the book.
   C. The letters were so small that he could read the book.
   D. The letters were so very small that he could not read the book.

16. Add a suitable verb form: He ______ the examination three years ago.
   A. Passes
   B. will pass
   C. passing
   D. passed

17. Who is the son in “The Son from America”?
   A. Samuel
   B. Michael
   C. Berl
   D. Belcha

18. Samuel had gone to _______ forty years ago.
   A. England
   B. France
   C. America
   D. Japan

19. Berl and his wife did not believe in _______.
   A. God
   B. other people
   C. new gadgets
   D. religion

20. No one could read the letter that Samuel writes to his parents. Why?
   A. The village people are illiterate.
   B. Samuel’s handwriting is bad.
   C. In the letter, many of the words were in English and the village people didn’t know English.
   D. It is written in a code language.

21. Which is the religious celebration mentioned in the story “The Son from America”?
   A. Sabbath
   B. Christmas
   C. Easter
   D. Onam

22. Why did Birl become hesitant before Samuel’s question regarding money?
   A. Berl wants to possess the money.
   B. Berl likes to keep a secret in the matter of money.
   C. Berl is not interested to talk about money.
   D. Berl believes that one is not allowed to touch money on the Sabbath
23. Which religious community is mentioned in the story “The Son from America”?
   A. Hindus  
   B. Buddhists  
   C. Muslims  
   D. Jews  

24. Which is the language used by people of Lentshin?
   A. English  
   B. Russian.  
   C. Yiddish  
   D. French  

25. Add a suitable question tag: The girl did not come.
   A. has she?  
   B. did she?  
   C. didn’t she?  
   D. did the girl?  

26. Transform the sentence to passive voice: I have returned all the books to the library.
   A. All the books have been returned to the library by me.  
   B. All the books had returned to the library.  
   C. All the books have returned to the library by me.  
   D. All the books had been returned to the library.  

27. Which is the characteristic feature of winter season?
   A. snow on the top of houses.  
   B. hot climate.  
   C. leaves that become yellow in colour and fall from the trees.  
   D. plants full of flowers.  

28. Why didn’t Samuel’s parents use the money?
   A. They waited for their son to come and spend the money together.  
   B. They don’t like their son and his money.  
   C. They are very rich people.  
   D. They are satisfied with what income and facilities they have.  

29. What is Samuel’s feeling towards his parents?
   A. Indifference  
   B. Love  
   C. Hatred  
   D. Anger  

30. What is Samuel’s intention behind his visit to Lentshin?
   A. To invite his parents to his place.  
   B. To take the money his parents possess.  
   C. To help his parents and the village by providing money.  
   D. To see the beauty of the village.  

31. Add a suitable relative pronoun: The book——— I bought yesterday is nice.
   A. which  
   B. whom  
   C. whose  
   D. that
32. Identify the correct order of events in the story ‘The Son from America’.
   A. 1. Samuel found a boot full of gold coins. 2. Belcha began to cackle like a hen.
      3. Yellow tears ran from Belcha’s eyes. 4. “The synagogue is big enough” he replied.
   B. 1. Belcha began to cackle like a hen 2. Yellow tears ran from Belcha’s eyes.
      3. “The synagogue is big enough” he replied. 4. Samuel found a boot full of gold coins.
   C. 1. Belcha began to cackle like a hen. 2. Yellow tears ran from Belcha’s eyes.
      3. Samuel found a boot full of gold coins. 4. “The synagogue is big enough” he replied.
   D. 1. “The synagogue is big enough” he replied. 2. Yellow tears ran from Belcha’s eyes.
      3. Samuel found a boot full of gold coins. 4. Belcha began to cackle like a hen.

33. Who is the author of the poem “Those Winter Sundays”?
   A. Kamala Das  B. Alexander Pushkin  C. Robert Hayden  D. Isaac Bashevis Singer

34. Robert Hayden is ________ poet.
   A. an American  B. a French  C. a Russian  D. an Irish

35. Which statement is relevant and true for the line “those cracked hands that ached from labour...” from the poem “Those Winter Sundays”?
   A. A hard working father.  B. The poet’s father’s negligence of hands.
   C. The hands were not beautiful.  D. The poet’s father is affected with a skin disease.

36. Who is the speaker in the poem “Those Winter Sundays”?
   A. The son  B. The father  C. A family friend  D. An unknown person

37. Pick out the visual image from the poem “Those Winter Sundays”.
   A. Blueblack cold  B. Cold splintering  C. Chronic anger  D. Love’s austere

38. Identify the visual image.
   A. Soft touch  B. Yellow leaves  C. Cracking sound  D. Fragrant smell

39. Identify the auditory image from the poem “Those Winter Sundays”.
   A. Blueblack cold  B. Hear the cold splintering
   C. Chronic anger  D. Love’s austere

40. Identify the tactile image.
   A. Fragrant smell  B. Blue house  C. Green plant  D. Cold hand

41. In the poem “Those Winter Sundays”, What does the poet mean by the phrase “Sundays too”?
   A. A hard working poor father.
   B. The day in which the father takes rest.
   C. The day chosen for the father’s prayer.
   D. The day selected for the father’s entertainment.
42. Locate the best line which indicates the son’s regret and grief in the poem “Those Winter Sundays”.
   A. “what did i know, what did i know of love’s austere and lonely offices?”
   B. “...no one ever thanked him.”
   C. “I’d wake and hear the cold splintering, breaking.”
   D. “speaking indifferently...my good shoes as well.”

43. Which is the major theme of the poem “Those Winter Sundays”? 
   A. A regretful son’s deep love for his father.
   B. The family relationship.
   C. The pains of a hardworking father.
   D. The beauty of winter season.

44. Locate the line that suggests the presence of other family members in the poem “Those Winter Sundays”.
   A. “Speaking indifferently........my good shoes as well.”
   B. “I’d wake and hear the cold splintering, breaking.”
   C. “...no one ever thanked him.”
   D. “What did I know, what did I know of love’s austere and lonely offices?”

45. In the poem “Those Winter Sundays”, the father deserves only an indifferent attitude from his family members. Do you agree? 
   A. The father neglects his duties towards the family and he doesn’t deserve any affection from his family members.
   B. The father performs his duties without any expectations and he deserves affection and gratitude from his family members.
   C. The father neglects the most important needs of family members and he deserves only an indifferent attitude from his family members.
   D. The father is a selfish person and he deserves only scorn and hatred from his family members.

46. What do you think about Kamalam’s character in the short story “The Tattered Blanket”? 
   A. Kamalam loves her brother though she is mildly critical towards him.
   B. Kamalam hates his brother.
   C. Kamalam is a greedy woman and she wants to possess the family property.
   D. Kamalam is a selfish woman.

47. Kamala Das belongs to——-
   A. Kerala  B. Tamil nadu
   C. Karnataka D. Orissa

48. Who is the daughter in the short story “The Tattered Blanket”? 
   A. Kamalam  B. Vimala
   C. Berl D. Belcha

49. Identify the name of the son in the short story “The Tattered Blanket”? 
   A. Gopi  B. Samuel
   C. Issac D. Michael

50. Who is Gopi’s wife in the short story “The Tattered Blanket”? 
   A. Belcha  B. Kamalam
   C. Kamala D. Vimala
51. Choose the correct statement that shows Gopi’s wife’s contact with his mother.
   A. She didn’t write a letter to Gopi’s mother.
   B. She frequently visited Gopi’s mother.
   C. She often writes letters to Gopi’s mother.
   D. She often sends money to Gopi’s mother.

52. Identify the place where Gopi is settled.
   A. Delhi  B. Thiruvananthapuram  
   C. Bangalore  D. Bombay

53. What is Kamalam’s attitude towards her brother?
   A. hatred  B. loving  C. sympathetic  D. critical

54. Add a suitable preposition: She waited half an hour _______ the corner of the street.
   A. at  B. on  C. in  D. by

55. Add a suitable preposition: He lives _______ Delhi.
   A. by  B. on  C. at  D. in

56. Add a suitable preposition: Look _______ this picture.
   A. of  B. at  C. by  D. In

57. What did Gopi’s mother request of him?
   A. To send a red blanket.
   B. To send some money.
   C. To take her to hospital.
   D. To help his sister.

58. The ‘tattered blanket’ signifies _______
   A. The strained relationship and love in a family.
   B. The comfort in life.
   C. The desire for a new blanket.
   D. The good relationship in a family.

59. Pick out the reason behind Gopi’s visit?
   A. To see his sister.
   B. To see his mother.
   C. To offer financial assistance to his family.
   D. To talk with his sister about selling his share of the family property.

60. Choose the correctly spelt word from the alternatives given below:
   A. Reluctantly  B. Reluctantly
   C. Riluctantly  D. Riluctandly

61. Why didn’t the mother recognise her son?
   A. She has seen her son after many years.
   B. Her eyesight was poor.
   C. She has poor memory associated with her old age.
   D. The son appeared in modern dress.

62. Frame a Wh-question: He lives near the temple.
   A. Where does he live?  B. Where does he lives?
   C. Where do you live?  D. Where did he live”

63. Use a suitable question tag: Let’s go for a walk, _______
   A. shall we?  B. did you?
   C. did we?  D. shall I?

64. Add a suitable question tag: It’s quite warm today, _______
   A. isn’t it?  B. is it?
   C. did it?  D. was it?
Appendix J

65. Choose the suitable question tag: He hadn’t much money, ————
   A. didn’t he?  B. hadn’t he?  
   C. did he?     D. had he?

66. Transform the sentence into reported speech: Deepu says, “I like listening to music”.
   A. Deepu says that he likes listening to music.
   B. Deepu says that he liked listening to music.
   C. Deepu says that I likes listening to music.
   D. Deepu says that he like listening to music.

67. Change the sentence into reported speech: The officer said, “I am very busy now”.
   A. The officer said that he was very busy then.
   B. The officer said that he was very busy now.
   C. The officer said that he is very busy then.
   D. The officer said that I am very busy now.

68. Select the suitable question tag: I am a teacher, ————
   A. did I?     B. aren’t I?  
   C. am I?     D. amn’t I?

69. Choose a suitable question tag: None of the food was tasty, ————
   A. was it?     B. wasn’t it?  
   C. was none?   D. has it?

70. Choose the correctly spelt word from the following alternatives?
   A. Remumber  B. Rimember  
   C. Remember   D. Remembr

71. Transform the sentence into passive voice: He writes stories.
   A. Stories are wrote by him.  B. Stories were wrote by him.
   C. Stories are written by him. D. Stories were written by him.

72. Provide a suitable verb form: I ———— to see my grandmother every day last year.
   A. went  B. go  
   C. goes  D. gone

73. Why was Gopi silenced by his sister’s last question?
   A. He knows that he is guilty.
   B. He is afraid of his sister.
   C. He thinks his silence helps him to have his share from the family property.
   D. He was shocked by his sister’s question.

74. “But Amma can’t remember who I am...” What does the son’s excuse imply?
   A. The son’s attempt to defend his faults and the injustice he had done to his mother.
   B. The son’s joy and relief in Amma’s inability to recognise him.
   C. The son’s grief on the loss of his mother’s memory.
   D. The son’s excuse for his plan to sell his share of family property.

75. Which is the most relevant expression used by the poet to suggest his intense love towards his Nanny?
   A. ‘Dear doting sweetheart of my childhood.’
   B. ‘You wait for me and blame the clock...’.
   C. ‘How patiently for me you wait’.
   D. ‘While, in your wrinkled hands...’.
76. Which statement justifies the poet’s idea behind the line “in the lone house deep in the wild wood”?
   A. The poet’s love towards nanny.
   B. The poet indicates location and atmosphere of the house.
   C. Nanny’s eager waiting for the boy to return home.
   D. Nanny’s anxiety.

77. Which phrase suggests the old age of Nanny?
   A. ‘Companion of my austere fate!’
   B. ‘while, in your wrinkled hands...’.
   C. ‘You wait for me and blame the clock’.
   D. ‘What visions haunt you...’

78. Who is the Nanny mentioned by the poet in his poem “To My Nanny”?  
   A. The nurse and caretaker of the poet in his childhood.
   B. The poet’s mother.
   C. The poet’s relative.
   D. The poet’s teacher.

79. “Nanny has motherly affection towards the poet”. Do you think so?  
   A. She maintains a warm relationship towards the child only because of the reason that she is the nurse and caretaker of the poet in his childhood.
   B. She always becomes anxious and worried on his late arrival from school as she has motherly affection towards the poet.
   C. She loves the poet like a friend.
   D. She has only an indifferent feeling towards the child.

80. Why did Nanny blame the clock?
   A. The time on the clock tells her that the child is late for home.
   B. The clock is not working correctly.
   C. She didn’t like the clock.
   D. She defends her faults by blaming the clock.

81. Provide a suitable verb form: she _______ to college everyday by bus.  
   A. go  B. went  C. goes  D. have gone

82. Pick the line which helps you to visualise the house mentioned in the poem “To My Nanny”.  
   A. ‘Beyond the crumbling gates....’  
   B. ‘How patiently for me you wait..’  
   C. ‘Companion of my austere fate!’  
   D. ‘Dear doting sweetheart of my childhood’.

83. Transform the sentence into reported speech: Deepu says “I like mangoes”.  
   A. Deepu said that he had liked mangoes.  
   B. Deepu said that he like mangoes.  
   C. Deepu says that he liked mangoes.  
   D. Deepu says that he likes mangoes.

84. Combine the following sentences using ‘so...that’:
    a. He is very tall.  b. He could not stand straight.
    A. He is so tall that he could not stand straight.
    B. He is so very tall that he could not stand straight.
    C. He is so tall that he could stand straight.
    D. He is so tall and that he could not stand straight.

85. Add a suitable preposition: They came _______ the end of the street.  
   A. in  B. on  C. at  D. to
86. Provide a suitable verb form: My father _______ for Banglore yesterday.
   A. leaves           B. leave
   C. will leave       D. left

87. Alexander Pushkin is a(n) _______ poet.
   A. Russian          B. English
   C. French           D. American

88. Split the sentence : Neither does she sing nor does she dance.
   A. 1. She cannot sing.  2. She cannot dance.
   B. 1. She can sing.  2. She cannot dance.
   C. 1. She can sing.  2. She can dance.
   D. 1. She cannot sing.  2. She can dance.

89. What oppresses Nanny’s heart?
   A. Patient waiting.
   B. Wrinkled hands.
   C. Austere fate
   D. Nameless anxieties.

90. Provide a suitable verb form: The sun _______ in the East.
   A. will rise
   B. rise
   C. rose
   D. rises
## RESPONSE SHEET OF THE
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* The items selected for the final Test
TEST ON ACHIEVEMENT IN ENGLISH

Standard : IX  Maximum Score : 90
Unit : Roots  Time : 1 Hour 40 Minutes

Directions
This Test is conducted to assess your achievement in English. The Test has multiple choice questions. Each question is provided with four answers A, B, C & D. Of the four options, one is correct. Read the questions carefully and mark your answers appropriately in the Response Sheet provided to you. Use a tick mark (✓) to indicate your choice of response.

1. Which is not the characteristic feature of Lentshin?
   A. Thatched roof  B. Shingles green with moss
   C. Tiny huts  D. Fully furnished big houses

2. Identify the Jewish place of worship.
   A. Synagogue  B. Church
   C. Temple  D. Mosque

3. There is few young people in Lentshin. Why?
   A. The young people hate Lentshin village.
   B. They want to visit new places and they deserted the village.
   C. The young people had gone to urban areas to earn money.
   D. The young people don’t want to be in touch with the village people.

4. Provide the suitable verb form: He _________ the Taj Mahal last year.
   A. Visited  B. will visit
   C. visits  D. visit

5. What happened to the money sent by Samuel to his parents?
   A. His parents deposited the money in a bank.
   B. The money was taken by thieves.
   C. His parents kept the money inside a boot in their home.
   D. His parents spent the money.

6. Add a suitable relative pronoun: This is the boy _________ borrowed my pen.
   A. which  B. whose
   C. whom  D. who

7. Choose the correctly spelt word from the alternatives given below:
   A. Neibors  B. Nnighbors
   C. Neighbors  D. Neighbours

8. Change the sentence into Reported speech: The girl said, “I like movies”.
   A. The girl said that she liked movies.
   B. The girl said that she will like movies.
   C. The girl says that she had liked movies.
   D. The girl said that she have been liked movies.

9. Samuel had gone to_______ forty years ago.
   A. England  B. France
   C. America  D. Japan
10. Berl and his wife did not believe in ________
   A. God  B. other people  C. new gadgets  D. religion

11. No one could read the letter that Samuel writes to his parents. Why?
   A. The village people are illiterate.
   B. Samuel’s handwriting is bad.
   C. In the letter, many of the words were in English and the village people didn’t know English.
   D. It is written in a code language.

12. Which is the religious celebration mentioned in the story “The Son from America”?
   A. Sabbath  B. Christmas  C. Easter  D. Onam

13. Why did Birl become hesitant before Samuel’s question regarding money?
   A. Berl wants to possess the money.
   B. Berl likes to keep a secret in the matter of money.
   C. Berl is not interested to talk about money.
   D. Berl believes that one is not allowed to touch money on the Sabbath

14. Which religious community is mentioned in the story “The Son from America”?
   A. Hindus  B. Budhists  C. Muslims  D. Jews

15. Which is the language used by people of Lentshin?
   A. English  B. Russian.
   C. Yiddish  D. French

16. Which is the characteristic feature of winter season?
   A. snow on the top of houses.
   B. hot climate.
   C. leaves that become yellow in colour and fall from the trees.
   D. plants full of flowers.

17. Why didn’t Samuel’s parents use the money?
   A. They waited for their son to come and spend the money together.
   B. They don’t like their son and his money.
   C. They are very rich people.
   D. They are satisfied with what income and facilities they have.

18. What is Samuel’s feeling towards his parents?
   A. Indifference  B. Love  C. Hatred  D. Anger

19. What is Samuel’s intention behind his visit to Lentshin?
   A. To invite his parents to his place.
   B. To take the money his parents possess.
   C. To help his parents and the village by providing money.
   D. To see the beauty of the village.
20. Identify the correct order of events in the story ‘The Son from America’.
   A. 1. Samuel found a boot full of gold coins.       2. Belcha began to cackle like a hen.
   3. Yellow tears ran from Belcha’s eyes.          4. “The synagogue is big enough” he replied.
   B. 1. Belcha began to cackle like a hen          2. Yellow tears ran from Belcha’s eyes.
   3. “The synagogue is big enough” he replied.  4. Samuel found a boot full of gold coins.
   C. 1. Belcha began to cackle like a hen.         2. Yellow tears ran from Belcha’s eyes.
   3. Samuel found a boot full of gold coins.      4. “The synagogue is big enough” he replied.
   D. 1. “The synagogue is big enough” he replied. 2. Yellow tears ran from Belcha’s eyes.
   3. Samuel found a boot full of gold coins.      4. Belcha began to cackle like a hen.

21. Who is the author of the poem “Those Winter Sundays”?
   A. Kamala Das  B. Alexander Pushkin  C. Robert Hayden  D. Isaac Bashevis Singer

22. Robert Hayden is _______ poet.
   A. an American  B. a French  C. a Russian  D. an Irish

23. Which statement is relevant and true for the line “those cracked hands that ached from labour...” from the poem “Those Winter Sundays”?
   A. A hard working father.
   B. The poet’s father’s negligence of hands.
   C. The hands were not beautiful.
   D. The poet’s father is affected with a skin disease.

24. Who is the speaker in the poem “Those Winter Sundays”?
   A. The son  B. The father  C. A family friend  D. An unknown person

25. Pick out the visual image from the poem “Those Winter Sundays”.
   A. Blueblack cold  B. Cold splintering  C. Chronic anger  D. Love’s austere

26. Identify the visual image.
   A. Soft touch  B. Yellow leaves  C. Cracking sound  D. Fragrant smell

27. Identify the auditory image from the poem “Those Winter Sundays”.
   A. Blueblack cold  B. Hear the cold splintering  C. Chronic anger  D. Love’s austere

28. In the poem “Those Winter Sundays”, what does the poet mean by the phrase “Sundays too”? 
   A. A hard working poor father.
   B. The day in which the father takes rest.
   C. The day chosen for the father’s prayer.
   D. The day selected for the father’s entertainment.
29. Locate the line that suggests the presence of other family members in the poem “Those Winter Sundays”.
   A. “Speaking indifferently........my good shoes as well.”
   B. “I’d wake and hear the cold splintering, breaking.”
   C. “...no one ever thanked him.”
   D. “What did I know, what did I know of love’s austere and lonely offices?”

30. What do you think about Kamalam’s character in the short story “The Tattered Blanket”?
   A. Kamalam loves her brother though she is mildly critical towards him.
   B. Kamalam hates his brother.
   C. Kamalam is a greedy woman and she wants to possess the family property.
   D. Kamalam is a selfish woman.

31. Kamala Das belongs to———
   A. Kerala
   B. Tamilnadu
   C. Karnadaka
   D. Orrisa

32. Who is the daughter in the short story “The Tattered Blanket”? 
   A. Kamalam
   B. Vimala
   C. Berl
   D. Belcha

33. Who is Gopi’s wife in the short story “The Tattered Blanket”? 
   A. Belcha
   B. Kamalam
   C. Kamala
   D. Vimala

34. Identify the place where Gopi is settled.
   A. Delhi
   B. Thiruvananthapuram
   C. Bangalore
   D. Bombay

35. Add a suitable preposition: He lives ——— Delhi.
   A. by
   B. on
   C. at
   D. in

36. Add a suitable preposition: Look——— this picture.
   A. of
   B. at
   C. by
   D. In

37. What did Gopi’s mother request of him?
   A. To send a red blanket.
   B. To send some money.
   C. To take her to hospital.
   D. To help his sister.

38. Pick out the reason behind Gopi’s visit?
   A. To see his sister.
   B. To see his mother.
   C. To offer financial assistance to his family.
   D. To talk with his sister about selling his share of the family property.

39. Choose the correctly spelt word from the alternatives given below:
   A. Reluctantly
   B. Relactantly
   C. Riluctantly
   D. Riluctandly

40. Why didn’t the mother recognise her son?
   A. She has seen her son after many years.
   B. Her eyesight was poor.
   C. She has poor memory associated with her old age.
   D. The son appeared in modern dress.

41. Add a suitable question tag: It’s quite warm today, ———
   A. isn’t it?
   B. is it?
   C. did it?
   D. was it?
Appendix L

42. Transform the sentence into reported speech: Deepu says, “I like listening to music”.
   A. Deepu says that he likes listening to music.
   B. Deepu says that he liked listening to music.
   C. Deepu says that I likes listening to music.
   D. Deepu says that he like listening to music.

43. Change the sentence into reported speech: The officer said, “I am very busy now”.
   A. The officer said that he was very busy then.
   B. The officer said that he was very busy now.
   C. The officer said that he is very busy then.
   D. The officer said that I am very busy now.

44. Select the suitable question tag: I am a teacher, _________.
   A. did I?
   B. aren’t I?
   C. am I?
   D. amn’t I?

45. Choose the correctly spelt word from the following alternatives?
   A. Remumber
   B. Rimember
   C. Remember
   D. Remembr

46. Transform the sentence into passive voice: He writes stories.
   A. Stories are wrote by him.
   B. Stories were wrote by him.
   C. Stories are written by him.
   D. Stories were written by him.

47. Why was Gopi silenced by his sister’s last question?
   A. He knows that he is guilty.
   B. He is afraid of his sister.
   C. He thinks his silence helps him to have his share from the family property.
   D. He was shocked by his sister’s question.

48. “But Amma can’t remember who I am…” What does the son’s excuse imply?
   A. The son’s attempt to defend his faults and the injustice he had done to his mother.
   B. The son’s joy and relief in Amma’s inability to recognise him.
   C. The son’s grief on the loss of his mother’s memory.
   D. The son’s excuse for his plan to sell his share of family property.

49. Which is the most relevant expression used by the poet to suggest his intense love towards his Nanny?
   A. “Dear doting sweetheart of my childhood..”
   B. ‘You wait for me and blame the clock...’.
   C. “How patiently for me you wait”.
   D. ‘While, in your wrinkled hands...’.

50. Which phrase suggests the old age of Nanny?
   A. ‘Companion of my austere fate!’
   B. ‘while, in your wrinkled hands...’.
   C. ‘You wait for me and blame the clock’.
   D. ‘What visions haunt you...’

51. “Nanny has motherly affection towards the poet”. Do you think so?
   A. She maintains a warm relationship towards the child only because of the reason that she is the nurse and caretaker of the poet in his childhood.
   B. She always becomes anxious and worried on his late arrival from school as she has motherly affection towards the poet.
   C. She loves the poet like a friend.
   D. She has only an indifferent feeling towards the child.
52. Why did Nanny blame the clock?
   A. The time on the clock tells her that the child is late for home.
   B. The clock is not working correctly.
   C. She didn’t like the clock.
   D. She defends her faults by blaming the clock.

53. Add a suitable preposition: They came _______ the end of the street.
   A. in  B. on  C. at  D. to

54. Provide a suitable verb form: My father _______ for Banglore yesterday.
   A. leaves  B. leave  C. will leave  D. left

55. Alexander Pushkin is a(n) _______ poet.
   A. Russian  B. English  C. French  D. American
RESPONSE SHEET OF THE
TEST ON ACHIEVEMENT IN ENGLISH

Name..................................................  Gender: Male/Female
School...............................  Locale: Rural/Urban
Standard........Division.

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### SCORING KEY OF THE TEST ON ACHIEVEMENT IN ENGLISH

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