Appendix - 2.A: Bloom's Mastery Learning Instructional Packages for English

Unit - 1

TOPIC: NAME OF THINGS

* Instructional Objectives: After the instructions students in their own words should be able to.
1. Write the meaning of the given list of words; e.g. a dog, a cat, a pen, a bench, a glass.
2. Match the given alphabets with the given pictures.
3. Write the name of articles shown in the given list (Picture to be shown on placards)
4. Fill up the blanks with correct letters - e.g. (Ki-g, Bo-k, P-n, Do-, Ca-).
5. Write five words from unit I which are related with their daily life.

* Prerequisite knowledge: It is assumed that students should fulfill the condition of Entry Behaviour Test.

* Instructional Aids: Cup. Statue of elephant, Dog, pictures of cat, hen, ball, bird, bicycle, house, charts sheet, models etc.

* Content Sequence: A man, a pen, a fan, a hen, a cat, a net, a rat, a bed, a bag, a desk, a bench, a pin, a boy, a toy, a ring, a box, a king, a dog, a ship, a lock, a hut, a glass, a jug, a flask, a cup, a watch, a bus, a star, a gun, a basket.

* Instructional Programme: Teacher describes the mastery learning model for the students motivation.

* Instructional Sequence: The following instructional sequence will be provided through cooperative learning.
* Teacher asks a student, Tell me name of some animals.
* Student responds.
* Teacher further asks, Do you have any pet?
* Student responds.
* Teacher writes all the responses on the blackboard and tells them which response is correct and which is incorrect and describes the reasons.
* Teacher asks:- How does the cat look like?
* Student responds.
* Teacher shows the picture of cat to the students and describes that cats have following physical features:
  i. Cat has four legs  
  ii. two eyes  
  iii. a tail and iv. resembles with lion
* Teacher asks:- Have you seen dog?
* Student responds.
* Teacher asks:- Tell me about the colour of dogs.
* Student responds.
* Teacher asks a student:- Do you have a pen?
* Student responds.
* Teacher asks :- Can you say, name of the parts of a pen?
* Student responds.
* Teacher asks:-What is the importance of a nib?
* Student responds.
* Teacher asks:- Have you seen desk and bench?
* Student responds.
* Teacher asks:-What are the similarities between desk and bench?
* Student responds.
* Teacher asks:- What is the function of a bench?
Appendix 2-A

* Student responds

Teacher asks: What is the function of a desk?
* Student responds.

Teacher further asks: Do you have a cow?
* Student responds

Teacher asks: What is the importance of cow?
* Student responds

Teacher asks: What are the similarities between cow and dog?
* Student responds.

"Teacher writes all the responses on the blackboard and corrective feedback is provided whenever it required. This practice will be given through co-operative learning".

Corrective feedback: To provide remedial instruction cooperative group teaching followed by individual feedback by the teacher.

Unit-2

Topic: 1. This/That is + Noun. 2. this/That is his/her + Noun.

Instructional Objectives: After the instruction students in their own words should be able to:

1. Translate into Assamese from the given English sentences:
   a) This is his book. b) That is Radha. c) That is his ball
   d) That is her glass e) That is his kite.

2. Put a letter in the given gaps to make a name:
   (i) R__m. (ii) Bim__I. (iii) Ra__ha, Ar__n. (v) An__ma.

3. Fill up the given gaps:
   (a) This____Bimal. (b) This is____. c) This is____ball.
   (d)____ is her glass.

4. Differentiate between his and her.

5. Write his/her from given brackets:
   (a) This is Latif. This is (his/her) bag.
   (b) This is Radha. This is (his/her) book.
   (c) This is Gopal. This is (his/her) box.
   (d) This is Amina. This is (his/her) kite.

6. Write the given names correctly by using capital and small letters. e.g. (a) atul (b) dilip (c) bimal (d) latif (e) anima.

7. Differentiate this and that.

8. Use the words this and that.

* Pre-requisite Knowledge: It is assumed that students should fulfill the conditions of Unit-I. Criterion test.

* Instructional Aids: Book, Pen, Ball, Glass, Kite etc.

* Content Sequence:
   This is Bimal. This is his book. That is Radha.
   That is her pen. This is Latif. This is his ball.
   That is Anima. That is his glass. This is Gopal.
   That is his kite.

* Instructional Programme: Teacher describes the cooperative mastery learning model, mastery learning for different groups for the students motivation.

* Instructional Sequence: The following instructional sequence will be provided through cooperative learning.

  * Teacher asks a student (Ram): Do you have a pen?
    * Student responds.
  * Teacher asks: Please give me your pen.
    * Student responds.
  * Teacher took the pen and asks other student: What is this?
    * Student responds.
**Unit-3**

**Topic :**

(i) This/ That is my/ Your + Noun.  

(ii) .S (Apostrophe_S)

**Instructional Objectives :-** After the instruction students in their own words should be able to:

1. Translate into Assamese from the given English sentences:
   - (a) This is your pencil.  
   - (b) This is my box.  
   - (c) This is Habib's book.  
   - (d) This is her book.  
   - (e) This is Gopal's cow.

2. Write five sentences from the given table.

<table>
<thead>
<tr>
<th>This is</th>
<th>is my</th>
<th>book</th>
</tr>
</thead>
<tbody>
<tr>
<td>That is</td>
<td>her</td>
<td>bag</td>
</tr>
<tr>
<td>This</td>
<td>his</td>
<td>cat</td>
</tr>
<tr>
<td>That</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Corrective feedback:** To provide remedial instruction cooperative group teaching followed by individual feedback by the teacher.
Appendix 2-A.

3. Select correct words from the given brackets:
(a) (She/he) is Ram.  
(b) This is (Habib/Habib's) book.
(c) This is (Anil's/Anil) dog.

4. Make sentences from the given list of words: e.g. (a) Book, (b) pen, (c) is, (d) dog, (e) pencil.

   Fill up the given gaps by using your, his, her.

(a) You are Rahim. This is ______ book.
(b) This is Lela. That is ______ bat.
(c) He is Ram. That is ______ bag.

6. Differentiate my and your.

7. Write two words by using 'S'.

* Prerequisite Knowledge: It is assumed that students should fulfill the condition of Unit-2 criterion test.
* Instructional Aids: Pencil, box, hat, Book, Table, Pen, Statu of Cat, dog, Cow, etc.
* Content Sequence: This is my pen. That is your pencil. This is my box. That is your hat. This is Habib. This is his book. This is Habib’s book. This is Habib’s table. That is Rina. That is her book. That is Rina’s book. That is Rina’s pen. This is Bela’s cat. This is Anil’s dog. This is Gopal’s Cow.

* Instructional Programme: Teacher describes the cooperative mastery learning model, mastery learning to different groups for students motivation.
* Instructional Sequence: The following instructional Sequence will be provided through cooperative learning.

   * Teacher asks a student: Do you ave a pencil?
     * Student responds.

   * Teacher further asks: What is its colour?
     * Student responds.

   * Teacher asks: What is the function of a pencil?
     * Student responds.

   * Teacher asks: What is the difference between pen and pencil?
     * Student responds.

   * The teacher then places a pen at Ram’s desk and asks another student: What is that lying on Ram’s table?
     * Student responds.

   * Teacher asks: Whose pen is that?
     * Student responds.

   * Then teacher shown to the students, statue of a cat, a dog, and a cow, and asks one by one, What is this?
     * Student responds.

   * Teacher asks: What are the differences among these?
     * Student responds.

   * Teacher asks: What are the similarity among these?
     * Student responds.

   * Further, teacher asks the student: (Rabi) Put Your pen in your hand and asks another student: What is his name?
     * Student responds.

   * Teacher asks: What is in his hand?
     * Student responds.

   * Teacher asks: Whose pen is this?
     * Student responds.

   * Teacher asks a student: What do you mean by Habib and Habib’s?
     * Student responds.

   * Teacher asks: What is the difference between You and Your.
     * Student responds.

   * Teacher asks: What is the difference between this and that?
     * Student responds.
Teacher further asks a student: What is the difference between his and her?
Student responds.

In this way teacher tries to motivate the students for the mastery of the content which is included in lesson No 3. Teacher gives them corrective feedback whenever required. This practice will given through cooperative learning.

Corrective feedback: To provide remedial instruction Cooperative group learning followed by individual feedback by the teacher.

Unit - 4

Topic: 1 My/Your/his/her name is + Noun.
2. Name + is + my/Your/his/her + Noun. (Relationship)

Instructional Objective: After the instruction students in their own words should be able to

1. Translate into Assamese from given English sentences:
(a) My name is Tapan.
(b) Arun is my brother.
(c) Your name is Dipak.
(d) Mrs. Barua is his mother.
(e) Mr. Barua is Miss Rita's Uncle.

2. Fill in the given blanks by using relations e.g.
(a) Reba is Bipul's sister. Bipul is Reba's________.
(b) Mr. Dutta is Lela's father. Lela is Mr. Dutta's______.
(c) Mr. Sharma is Anil's father. Anil is Mr. Sharma's______.
(d) Habib is Karim's uncle. Karim is Habib's________.
(e) Mrs. Dutta is Mrs. Dutta's Wife. Mrs. Dutta is Mrs. Dutta's__________.

3. Write five sentences from given table:

<table>
<thead>
<tr>
<th>My</th>
<th>is</th>
<th>Dipak</th>
</tr>
</thead>
<tbody>
<tr>
<td>His</td>
<td></td>
<td>Mr. Das</td>
</tr>
<tr>
<td>This name is</td>
<td></td>
<td>Rahim</td>
</tr>
</tbody>
</table>

4. Make sentences from the given list of words: e.g. i) name ii) my iii) your iv) son v) uncle

5. Draw their own family tree and write the relationship among them.

6. Different a) brother and sister b) father and mother c) husband and wife

Prerequisite Knowledge: It is assumed that students should fulfill the conditions of unit 3 criterion Test.

Instructional Aids: Family tree Relatin list family photographs.

Content Sequence:
My name is Tapan. His name is Arun. Her name is Rina. Arun is my brother. Rina is my sister. Your name is Dipak.
This is Mr. Das. Mr. Das is your father
Mr. Hem Barua

Mr. R. Barua Mrs. R. Barua Mr. Barua Mrs. Barua
Bimal Rita Arup Lena
Her name is Mrs. Barua. That is Arup. Mrs. Barua is his mother. Arun is her son. That is Lena. Lena is her daughter. That is Mr. Barua. That is Bimal.
Mr. Barua is Bimal's uncle. Bimal is Mr. Barua's nephew.
Mr. Barua is Bimal's aunt. Mrs. Barua is Mr. Barua's wife.
Mr. Barua is her husband. This is Miss Rita. Miss Rita is Bimal's sister.
Mr. Barua is Miss Rita's uncle. Miss Rita is Mr. Barua's niece.

Instructional Programme: Teacher describes the Cooperative mastery models of learning, mastery learning to different groups for the students motivation.
Instructional Sequence: The following instructional sequence will be provided through cooperative learning.

- Teacher asks the student: "What is your name?"
  - Student responds.
- Teacher asks: "What is your father's name?"
  - Student responds.
- Teacher asks: "What is your mother's name?"
  - Student responds.
- Teacher asks: How many brothers and sisters are you?
  - Student responds.
- Teacher asks: what are their names?
  - Student responds.
- Teacher further asks another student: "Do you have an uncle?"
  - Student responds.
- Teacher asks: "Is your uncle married or unmarried?"
  - Student responds.
- Teacher asks: "What is the relationship between your uncle and aunt?"
  - Student responds.
- Teacher asks: "What is the relationship between your father and mother?"
  - Student responds.
- Teacher asks a student, "Do you have an uncle?"
  - Student responds.
- Teacher asks: What is the relationship between and your uncle?
  - Student responds.
- Teacher asks: What is the relationship between your sister and your father?
  - Student responds.
- Teacher asks: What is the relationship between your sister and your uncle?
  - Student responds.
- Teacher writes all the responses on the black board and corrective feedback will be provided whenever required. This process will be given through cooperative learning.

Corrective feedback: To provide remedial instruction. Cooperative group teaching followed, by individual feedback by the teacher.

Unit - 5

Topic: 1. Use a/an to indicate a specimen of the class of things named by the noun.
2. Use of it as a sequence single.

Instructional objective: After the instruction students in their own words should be able to:

1. Translate into Assamese from the given English sentences:
   a) That is an aeroplane.  b) This is a hen.
   c) It is Mohan's cow.  d) What is that?
   e) It is your umbrella.

2. Put 'a' or 'an' for the given gaps: eg. a) ______ mouse  b) ______ orange
c) ______ bird  d) ______ car  e) ______ baby.

3. Make sentences from the given list of words: eg. a) aeroplane  b) inkpot  c) my  d) your  e) what
4. Write five sentences from the given table:

<table>
<thead>
<tr>
<th>This is</th>
<th>an</th>
<th>Cow</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is</td>
<td>a</td>
<td>Umbrella</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Monkey</td>
</tr>
</tbody>
</table>

5. Fill up the given blanks by using my/his e.g.
   a) This is ______ ball. ______ my ball
   b) That is ______ slate ______ your slate.

6. Write two sentences by using a and an.

7. Differentiate a and an.

   * Pre-requisite knowledge: It is assumed that students should fulfill the conditions of unit 4 Criterion test.
   * Instructional Aids: Statue of a car, aeroplane, cow, monkey, egg, hen, parrot, inkpot, pen, pictures etc.
   * Content Sequence:
   That is a car. That is an aeroplane. This is a hen. This is an egg. This is an inkpot.
   This is a pen. It is my pen. This is an ox. This is a cow. It is Mohan’s cow.
   That is an umbrella. It is your umbrella. What is this? It is a monkey.
   What is that? It is a parrot.

   * Instructional Programme: Teacher describes the mastery learning model, mastery learning to different groups for the students motivation.
   * Instructional Sequence: The following instructional sequence will be provided through cooperative learning.

   Teacher asks a student: Have you seen a car?
   * Student responds,
   * Teacher asks: What is the function of car?
   * Student responds,
   * Teacher asks: What is the use of a car?
   * Student responds,
   * Teacher asks a student: Have you seen an aeroplane?
   * Student responds,
   * Teacher asks: What are the functions of aeroplane?
   * Student responds,
   * Teacher asks: What is the difference between a car and an aeroplane?
   * Student responds,
   * Teacher asks: What are the similarities between a car and an aeroplane?
   * Student responds.

   Teacher asks a student: Do you have a hen?
   * Student responds.
   * Teacher asks: What is the importance of a hen?
   * Student responds.
   * Teacher asks: What is the relation between hen and egg?
   * Student responds.
   * Teacher asks a student: Do you have an inkpot?
   * Student responds.
   * Teacher asks: What is the function of inkpot?
   * Student responds.
   * Teacher asks: What is the relationship between pen and inkpot?
   * Student responds.
   * Teacher asks a student: Do you have a cow?
   * Student responds.
   * Teacher asks: Do you have an ox?
   * Student responds.
   * Teacher asks: What is the function of an ox?
   * Student responds.
Appendix 2-A.

Teacher asks: What is the difference between a cow and an ox?
Student responds.

Teacher asks a student: Have you got an umbrella?
Student responds.

Teacher asks: What for do you use an umbrella?
Student responds.

Teacher asks another student: Have you seen monkey?
Student responds.

Teacher asks: What is the difference between a monkey and a dog?
Student responds.

Teacher asks a student: Have you seen parrot?
Student responds.

Teacher asks: What are the main food of parrot?
Student responds.

Teacher asks another student: Have you seen monkey and parrot?
Student responds.

Teacher writes all the responses as possible on the black-board and corrective feedback will provided whenever and wherever required. This practice will be given through cooperative learning.

Corrective feedback: To provide remedial instruction. Cooperative group teaching followed by individual feedback by the teacher.

Unitt - 6

Topic: (Adjectives of colour and size: attribute use)

Instructional objectives: After the instruction, students in their own words should be able to -

1. Translate into Assamese from the given English sentences:
   a) Rajen is a fat boy.  b) Mina is a thin girl.
   c) It is a big animal.  d) It is a yellow bird.
   e) hat is a green frock.

2. Fill up the given blanks with some adjectives (thin, fat, big, yellow, green).
   a) Mina is a _____ girl.  b) This is _____ elephant.
   c) It is a _____ bird.  d) That is a _____ flower.
   e) Mr. Roy is a _____ man.

3. Make sentences from the given words: e.g.: Thin, big, yellow, blue, white. 4. Make five sentences from the given table:

<table>
<thead>
<tr>
<th>This is</th>
<th>a</th>
<th>elephant</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is</td>
<td>an</td>
<td>green shirt</td>
</tr>
<tr>
<td>That is</td>
<td></td>
<td>red cup</td>
</tr>
</tbody>
</table>

5. Identify adjectives of colour from given sentences. eg:
   a) Ram is a thin girl.  b) Shela is a thin girl.
   c) Your dog is brown.  d) It is a red rose.
   e) The wall has been painted blue.  f) It is a small clock.
   g) Ram is very fat.  h) Seeta is very short.

6. Differentiat thin and fat. Prerequisite knowledge: It is assumed that students should fulfill the conditions of unit - 5 criterion test.

   * Instructional Aids: Statue of elephant, bird, cup, green frock, red flower, statue of cat,

   * Content Sequence

   That is Rajan.  Rajen is a fat boy.  That is Mina. Mina is a thin girl. This is a ______ elephant.
   It is a big animal. That is a bird.  It is a small bird.  It is a yellow bird.  This is a blue pen.
   This is a green frock. This is a white cup. That is a red flower. This is a black cat.
Appendix 2-A.

It is a small cat. Mr. Roy is a tall man. Mrs. Roy is a short lady.

- **Instructional Programme:** Teacher describes the mastery learning model, mastery learning to different groups for the students motivation.
- **Instructional Sequence:** The following instructional sequence will provided through cooperative learning.
  - Teacher asks a student: Have you seen an elephant?
    * Student responds.
  - Teacher asks: How does the elephant look like?
    * Student responds.
  - Teacher asks: What is the main colour of an elephant?
    * Student responds.
  - Teacher asks a student: What is the meaning of bird?
    * Student responds.
  - Teacher asks: What are the kinds of birds?
    * Student responds.
  - Teacher asks: What is the difference between bird and hen?
    * Student responds.
  - Teacher asks a student: What is the function of frock?
    * Student responds.
  - Teacher asks: What are the things need to make frock?
    * Student responds.
  - Teacher asks: Who wears the frocks?
    * Student responds.
  - Teacher asks: What is the difference between frock and shirt?
    * Student responds.
  - Teacher asks a student: Have you seen flower?
    * Student responds.
  - Teacher asks: What are the types of flower?
    * Student responds.
  - Teacher asks: What are the colours of flower?
    * Student responds.
  - Teacher asks a student: What is mean by colour?
    * Student responds.
  - Teacher asks: What are the different colours?
    * Student responds.
  - Teacher asks: How many colours in the rainbow?
    * Student responds.
  - Teacher asks: What are the colours included in our National Flag?
    * Student responds.

Teacher writes all the student's responses on the blackboard as possible and corrective feedback will provided whenever required. This process will given through cooperative learning.

- **Corrective feedback:** To provide remedial instruction. Cooperative group teaching followed by individual feedback by the teacher.

**Unit - 7**

**Topic:** Use of not:

**Instructional Objective:** After the instruction students in their own words should be able to:

1. Translate into assamese from the given English Sentences:
   a) It is not a bench
   b) If is not a pony,
   c) It is not my horse.
   d) It is a wall clock.
   e) That is a goods train.
2. Fill up the given gaps by using not/noun e.g.:
   a) This is a chair. It is a bench.
   b) This is a car. It is not a _________.
   c) That is a goods train. It is not a _______ train.
   d) This is a horse. It is not a ________.

3. Write five sentences from the given table:

<table>
<thead>
<tr>
<th>This</th>
<th>is not</th>
<th>Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>car</td>
<td>a</td>
<td>a good train</td>
</tr>
</tbody>
</table>

4. Make sentences from the given list of words: e.g.: Van, not, is not, passenger, horse, pony.

5. Re-arrange the following groups of words into sentence: e.g.:
   a) Shirt is white a this. b) a car this is. c) a not is it pony.
   d) is a chair that. e) this watch is not a.

6. Write two words by using ‘not’.

Prerequisite Knowledge: It is assumed that students should fulfill the conditions unit-6 of criterion test

Instructional Aids: Chair, Statue of car, pig, horse, train, clock, bicycle etc.

Content Sequence
That is a chair. It is not a bench. This is a car. It is not a van. That is a pig. It is not a goat.
This is a horse. It is not a pony. It is not my horse. It is his horse. This is not a scooter.
It is a bicycle. It is my bicycle. This is not a watch. It is a clock. It is a wall clock.
That is a goods train. It is not a passenger train.

Instructional Programme: Teacher describes the mastery learning model, mastery learning to different groups for the students motivation.

Instructional Sequence: The following instructional sequence will be provided through cooperative learning:
* Teacher asks a student: What is the meaning of chair?
  * Student responds.
* Teacher asks: What is the difference between chair and bench?
  * Student responds.
* Teacher asks: What is the function of chair?
  * Student responds.
* Teacher asks a student: Have you seen a car?
  * Student responds.
* Teacher asks: What is the function of a car
  * Student responds.
* Teacher asks: What is the difference between car and van?
  * Student responds.
* Teacher asks a student: What is car?
  * Student responds.
* Teacher asks: How does it look like?
  * Student responds.
* Teacher asks: Does it look like a goat?
  * Student responds.
* Teacher asks: Is it similar with a dog?
  * Student responds.
* Teacher asks a student: Have you any horse?
  * Student responds.
* Teacher further asks: Does it look like a pig?
* Student responds.
* Teacher further asks a student: Do you have a bicycle?
  * Student responds.
* Teacher asks: What is the function of bicycle?
  * Student responds.
* Teacher asks: What is the difference between bicycle and scooter?
  * Student responds.
* Teacher further asks: Is it similar to scooter?
  * Student responds.
* Teacher asks a student: Have you a clock?
  * Student responds.
* Teacher asks: What is the function of clock?
  * Student responds.
* Teacher asks: Is it similar with watch?
  * Student responds.
* Teacher asks a student: Have you seen a train?
  * Student responds.
* Teacher asks: Is it similar with bus?
  * Student responds.
* Teacher asks: What is the difference between train and bus?
  * Student responds.
* Further, teacher asks: What is the difference between goods train and passenger train?
  * Student responds.
* Teacher writes all the responses on the black-board as possible and corrective feedback will provide whenever and wherever required. This process will given through cooperative learning.
* **Corrective feed-back:** To provide remedial instruction, Cooperative group teaching followed by individual feedback by the teacher.

**Unit - 8**

**Topic:** (I am/you are/ he is/she is + Noun).

**Instructional objectives:** After the instruction students in their own words should be able to.

1. Translate into Assamese from the given English sentences:
   a) That is your post-office.  
   b) I am a police-man.
   c) That is a hospital.  
   d) That is Rajen's home.
   e) She is not my teacher.

2. Make sentences from the given table:

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>You</td>
<td>am</td>
<td>a</td>
<td>farms</td>
</tr>
<tr>
<td>I</td>
<td>is</td>
<td>your</td>
<td>post-office</td>
</tr>
<tr>
<td>This</td>
<td>are</td>
<td>my</td>
<td>teacher</td>
</tr>
</tbody>
</table>

3. Write the given sentences as shown in ‘a’. e.g:
   a) My name is Kamal. I am Kamal.
   b) Your name is Karim. ____________.
   c) My name is Gopal ____________.
   d) His name is Rahim ____________.
   e) Your name is not Mary ____________.

4. Match the given colours 'A' with 'B' stating vocation of different people.e.g:
   
<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) A doctor</td>
<td>a) stiches clothes</td>
</tr>
<tr>
<td>b) A teacher</td>
<td>b) catches thieves</td>
</tr>
<tr>
<td>c) A police man</td>
<td>c) ploughs field</td>
</tr>
<tr>
<td>d) Farmer</td>
<td>d) treats patients</td>
</tr>
<tr>
<td>e) Tailor</td>
<td>e) teaches students</td>
</tr>
</tbody>
</table>

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*Appendix 2-A.*
5. Select correct words (is/am/are) from the given brackets: e.g:
   a) I (is/am) a teacher.
   b) You (am/are) a girl.
   c) He (is/are) a police man.
   d) You (are/is) not my teacher.
   e) I (is/am) your brother.

6. Differentiate is and are.
7. Prerequisite knowledge: It is assumed that students should fulfill the conditions of unit 7 criterion test.

Instructional Aids: Book, bicycle, charts, (cutting photo).

Content Sequence
I am Kamal. I am a pupil. This is my book. You are Karim. You are a post-man. That is your post-office. I am Mohan. I am a police-man. This is my bicycle. This is my stick. He is Mr. Dutta. He is a doctor. That is his hospital. She is Mrs. Barua. She is a nurse. That is Rajen's house. This is Rajen. He is a farmer. That is Ramen. He is his brother. He is a tailor. That is my school. This is Gopal. He is my friend. That is my teacher. He is Mr. Das. This is Mrs. Nath. She is not my teacher. She is your teacher.

Instructional Programme: Teacher describes the mastery learning model, mastery learning to different groups for the students motivation.

Instructional Sequence: The following instructional sequence will be provided through cooperative learning.
* Teacher asks a student: Do you have an English book?
  * Student responds
* Teacher asks: What is the name of your English book.
  * Student responds.
* Teacher asks a student: Do you know who is a post-man?
  * Student responds.
* Teacher further asks: What are the duties of a post-man?
  * Student responds.
* Teacher asks: What is post-office?
  * Student responds.
* Teacher asks: What is the importance of a post-office?
  * Student responds.
* Teacher asks a student: Do you know who is a police-man?
  * Student responds.
* Teacher further asks: Have you seen any police-man?
  * Student responds.
* Teacher asks: How does a police-man look like?
  * Student responds.
* Teacher asks: What is the difference between police-man and Teacher?
  * Student responds.
* Teacher asks a student: Who is a doctor?
  * Student responds.
* Teacher asks: What is the role of a doctor?
  * Student responds.
* Teacher asks: What is the difference between doctor and police-man?
  * Student responds.
* Further, teacher asks: What is nurse?
  * Student responds.
* Teacher asks: What is the relation between doctor and nurse?
  * Student responds.
* Teacher asks a student: What do you mean by farmer?
  * Student responds.
* Teacher asks: What are the main works of a farmer?
  * Student responds.
* Teacher further asks: What is the difference between farmer and teacher?
  * Student responds.
* Teacher asks a student: What is the name of your school?
  * Student responds.
* Teacher asks: What is the difference between school and post-office?
  * Student responds.
* Teacher asks: Do you have any friend?
  * Student responds.
* Teacher asks: What is your friend’s name?
  * Student responds.
* Teacher further asks: Who is your English teacher?
  * Student responds.
* Teacher asks: Who is your head teacher?
  * Student responds.
* Teacher asks: Who is your favourite teacher?
  * Student responds.
Teacher writes all the responses on the black-board as possible and corrective feedback will provide whenever required. This practice will given through co-operative learning.
* Corrective feedback: To provide remedial instruction cooperative group teaching followed by individual feedback by the teacher.

Unit - 9

Topic: 1. Use of her/there.
2. Use of and (Linking two sentence)

Instructional Objectives: After the instruction students in their own words should be able to.
1. Translate into Assamese from the following English sentences:
   a) That is my garden.  
   b) Mary is also here.
   c) My name is Raju and your name is Tanima.
   d) This is Mr. Dutta and that is Mr. Das.  
   e) I am here and you are there.
2. Make sentences from the given list of words: e.g:
   house, garden, also, and, you.
3. Write five sentences from the given table:

<table>
<thead>
<tr>
<th>This</th>
<th>is</th>
<th>my book</th>
<th>This</th>
<th>is</th>
<th>a girl</th>
</tr>
</thead>
<tbody>
<tr>
<td>That</td>
<td>a boy</td>
<td>and</td>
<td></td>
<td>my ball</td>
<td></td>
</tr>
<tr>
<td>your ball</td>
<td>that</td>
<td>your book</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Fill up the given gaps by using here and there: e.g:
   a) I am ________.
   b) He is ________.
   c) This boy is ________.
   d) That boy is ________.
   e) This tree is ________.

5. Join the given sentences of column ‘A’ with column B by using ‘and’:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I am a boy</td>
</tr>
<tr>
<td>2.</td>
<td>He is a doctor</td>
</tr>
<tr>
<td>3.</td>
<td>That is a lock</td>
</tr>
<tr>
<td>4.</td>
<td>This is a cow</td>
</tr>
<tr>
<td>5.</td>
<td>You are a man</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>This is a key</td>
</tr>
<tr>
<td>2.</td>
<td>That is a goat</td>
</tr>
<tr>
<td>3.</td>
<td>I am a woman</td>
</tr>
<tr>
<td>4.</td>
<td>She is a nurse</td>
</tr>
<tr>
<td>5.</td>
<td>You are a girl</td>
</tr>
</tbody>
</table>

6. Differentiate here and there.

Prerequisite knowledge: It is assumed that students should fulfill the conditions of unit - 8 criterion test.

Instructional Aids: Doll, type maclin, statue of dog, cat, ball and pictures, like woman, tree, girls etc.
Content Sequence

This is my house. I am here. Ram is also here. He is my brother. That is Rita. She is there.

That is my garden. Rita is my sister. She is a nice girl. This is your office. You are here.

Mary is also here. She is your typist. That is a cat and that is a dog.

This is my cat and that is his dog. My cat is here and his dog is there.

I am a boy and you are a girl. My name is Amal and your name is Renu.

This is my ball and that is your doll. This is Mr. Dutta and that is Mr. Das.

Mr. Dutta is a doctor and Mr. Das is a teacher.

his is Mr. Dutta's bag and that is Mr. Das's umbrella

Instructional Programme: Teacher describes the mastery models of learning, mastery learning to different groups for the students motivation.

Instructional Sequence: The following instructional sequence will be provided through cooperative learning.

* Teacher asks a student: What do you mean by house?
  * Student responds.
* Teacher asks: What do you mean by garden?
  * Student responds.
* Teacher asks: Have you any garden in your home?
  * Student responds.
* Teacher asks: How many kinds of flower in your garden?
  * Student responds.
* Teacher asks another student: What do you mean by typist?
  * Student responds.
* Teacher asks: What is the function of a typist?
  * Student responds.
* Teacher asks: What is the difference between a typist and teacher?
  * Student responds.
* Teacher asks: What is the difference between a typist and a doctor?
  * Student responds.
* Teacher asks: What is the function of a doctor?
  * Student responds.
* Then teacher asks another student: What do you mean by here?
  * Student responds.
* Teacher asks: What do you mean by there?
  * Student responds.
* Teacher asks: What is the difference between here and there?
  * Student responds.
* Teacher asks: Tell me one sentence with using 'here'.
  * Student responds.
* Teacher asks: Tell me one sentence with using 'there'.
  * Student responds.
* Teacher asks a student: Join the following two sentences by using and
  1. I am a boy 2. You are a girl.
  * Student responds.
* Teacher asks: Join the following two sentences by using and
  1. This is a cat. 2. That is a dog.
  * Student responds.
* Teacher asks: Join the following two sentences by using and
  1. My name is Raju. 2. Your name is a Tanimma.
  * Student responds.
* Teacher asks another student: Join the following sentences by using and
  1. I am here, 2. You are there.
  * Student responds.
Teacher writes all the student’s responses on the blackboard and corrective feedback will be provided whenever and wherever required. This process will be given through cooperative learning.

**Corrective feedback**: To provide remedial instruction. Cooperative group teaching followed by individual feedback by the teacher.

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**Unit - 10**

**Topic**: Prepositional phrases within (inside) and on contact with surface.

**Instructional Objectives**: After the instruction, students in their own words should be able to.

1. Translate into Assamese from the given English Sentences:
   a) It is in his pocket.  
   b) It is on his head.  
   c) It is in her hand.  
   d) This is my cat and that is my dog.  
   e) My dog is on a mat.

2. Make a sentence from the given list of words: e.g.: on, head, in, her, his.

3. Identify and write the correct words in/on from the given brackets:
   a) That egg is (in/on) that cup.
   b) Her doll is (in/on) her table.
   c) That banana is (in/on) that box.
   d) My pen is (on/in) my hand.
   e) That flower is (on/in) that basket.

4. Write five sentences from the given table:

<table>
<thead>
<tr>
<th>My pen</th>
<th>on</th>
<th>my bag</th>
</tr>
</thead>
<tbody>
<tr>
<td>His pencil</td>
<td>is</td>
<td>your table</td>
</tr>
<tr>
<td>Your bokk</td>
<td>in</td>
<td>his box</td>
</tr>
</tbody>
</table>

5. Fill up the given blanks as in ‘a’. e.g.:  
   a) This egg is not in that box. It is in this cup.  
   b) His stick is not in his basket. It is ________.  
   c) That spoon is not in the jug. It is ________.  
   d) That clock is not on that chair. It is ________.  
   e) My pen is not in my pocket. It is ________.  

6. Differentiate in and on.

**Prerequisite knowledge**: It is assumed that students should fulfill the conditions of unit - 9 criterion test.

**Instructional Aids**: Statue of a dog, cat, doll, pencil, spool, bag, table, ball etc.

**Content Sequence**:

- That is Kamal’s room. He is in his room. That is his note book. It is on his table.
- His pen is not on his table. It is in his pocket. That is Jadab. He is a milk-man.
- That is Sita. That is her bag. It is on her back. That is Gita. She is Sita’s sister.
- That is Rani. That is her bicycle. She is on her bicycle.
- My cat is on a box and my dog is on a mat. That is Raju. This is his car.

**Instructional Programme**: Teacher describes cooperative mastery learning models, mastery learning to different groups for the students’ motivation.

**Instructional Sequence**: The following instructional sequence will be provided through cooperative learning:

* Teacher asks a student: What do you mean by ‘on’?
  * Student responds.
* Teacher asks: What do you mean by ‘in’?
  * Student responds.
Teacher asks a student: What is mean by that?
  * Student responds.
Teacher asks: What is on the table?
  * Student responds.
Teacher asks: Is the book on the table?
  * Student responds.
Teacher further asks another student: Put your pen in your right hand.
  * Student responds.
Teacher asks: Put your pen in your left hand.
  * Student responds.
Then teacher prepared table, statue of a dog and cat (dog and cat lying on the table).
  * Teacher asks: Where is the statue of dog?
    * Student responds.
  * Teacher asks: Where is the cat's statue?
    * Student responds.
Teacher asks another student: Can you tell me one sentence by using 'in'?
  * Student responds.
Teacher asks: Tell me one sentence by using the word 'on'.
  * Student responds.
Teacher asks: Can you drive bicycle?
  * Student responds.
Teacher asks: (she is in her bicycle). Is it right?
  * Student responds.
Teacher asks: (she is on her bicycle). It is right?
  * Student responds.
Teacher writes all the student's responses on the blackboard and corrective feedback will be provided whenever and wherever required. This process will be given through cooperative learning.
  * Corrective feedback: To provide remedial instruction. Cooperative teaching followed by individual feedback by the teacher.
UNIT 1

Name of the Topic: T.qtotorqirerto 3. srctotoftouqg

Instructional Objectives: This program includes various activities designed to enhance learning in different areas. The objectives include:

1. Learning basic mathematical operations and solving related problems.
2. Understanding the relationship between numbers and symbols.

Content Sequence:

1. Introduction to basic operations:
   - $a + b = c$?
   - $a + b + c = d$?
   - $a + b + c + d = e$?

2. Practice with symbols and numbers:
   - $a = 1$, $b = 2$, $c = 3$, $d = 4$, $e = 5$
   - $a + b = c$?
   - $a + b - c = d$?
   - $a + b + c = d$?
   - $a + b + c + d = e$?

International Aids:

- Hindi language materials
- Class activities
- Group work
- Practice exercises

Instructional Programme: The teacher will describe the co-operative mastery models of teaching/mastery learning to different groups for the students' motivation.
अध्यायक पुस्तिका : - यहाँ का कार्य क्या है?
विद्यालय का ज्ञान।
अध्यायक पुस्तिका : - यहाँ और कानन का कार्य सम्बन्ध है?
विद्यालय का ज्ञान।
अध्यायक ने हरी विद्यालय से पुस्तिका : - 'लंका' भाषा का अर्थ है?
विद्यालय का ज्ञान।
अध्यायक पुस्तिका : - 'लंका' भाषा का कार्य अर्थ है?
विद्यालय का ज्ञान।
अध्यायक पुस्तिका : - लंका और लंकी का कार्य, अर्थ है?
विद्यालय का ज्ञान।
अध्यायक पुस्तिका : - कंठार पर बोझ भड़ा है?
विद्यालय का ज्ञान।
अध्यायक पुस्तिका : - 'कंठार' का कार्य है?
विद्यालय का ज्ञान।
अध्यायक पुस्तिका : - दूसरे विद्यालय से पुस्तिका : - 'कंठार' और 'कंठार' में कार्य अर्थ है?
विद्यालय का ज्ञान।
अध्यायक पुस्तिका : - 'कंठार' का अर्थ क्या है?
विद्यालय का ज्ञान।
अध्यायक पुस्तिका : - कंठार का अर्थ क्या है?
विद्यालय का ज्ञान।
अध्यायक पुस्तिका : - अग्नि विद्यालय से पुस्तिका : - कंठार के अन्य विद्यालयों से पुस्तिका : - यह बात है?
विद्यालय का ज्ञान।
अध्यायक पुस्तिका : - कंठार का कार्य?
विद्यालय का ज्ञान।
अध्यायक पुस्तिका : - कंठार का कार्य?
विद्यालय का ज्ञान।
अध्यायक पुस्तिका : - कंठार का कार्य?
विद्यालय का ज्ञान।
अध्यायक पुस्तिका : - कंठार का कार्य?
विद्यालय का ज्ञान।
अध्यायक पुस्तिका : - कंठार का कार्य?
विद्यालय का ज्ञान।
अध्यायक पुस्तिका : - कंठार का कार्य?
विद्यालय का ज्ञान।
अध्यायक पुस्तिका : - कंठार का कार्य?
विद्यालय का ज्ञान।
अध्यायक पुस्तिका : - कंठार का कार्य?
विद्यालय का ज्ञान।
अध्यायक पुस्तिका : - कंठार का कार्य?
विद्यालय का ज्ञान।
अध्यायक पुस्तिका : - कंठार का कार्य?
विद्यालय का ज्ञान।
अध्यायक पुस्तिका : - कंठार का कार्य?
विद्यालय का ज्ञान।
Correction feedback:

UNIT 2

Name of the topic: This topic will be the focus of the instruction. It is based on the mastery learning model.

Instructional Objectives:

1. The teacher will describe the co-operative mastery models of teaching/mastery learning to different groups for students.

Instructional programme:

- The teacher will describe the co-operative mastery models of teaching/mastery learning to different groups for students.

Instructional sequence:

- The following instructional sequence will be provided through co-operative learning:

  - The teacher will describe the co-operative mastery models of teaching/mastery learning to different groups for students.

Prerequisite knowledge: It is assumed that students should be able to fulfill the condition of Unit 1 criteria test.

Instructional aids:

- Instructional aids include ink, clock, pencil, blackboard, etc.

Content sequence:

- The instruction will be provided through co-operative learning.

- The following instructional sequence will be provided through co-operative learning.
**UNIT 3**

**Name of the topic** : 

**Instructional Objectives** :

1. Students should be able to fulfill the condition of Unit 1 criteria test.

**Instrumental aids** :

- Bracket
Instructional programme: The teacher will describe the co-operative mastery models of teaching/mastery learning to different groups for the students motivation.

Instructional sequence: The following instructional sequence will be provided through co-operative learning.

1. Corrective feedback: This is the second and final stage of the instructional process.

2. Instructional programme: This is the third and final stage of the instructional process.

3. Corrective feedback: This is the fourth and final stage of the instructional process.
UNIT 4

Name of the topic: क्या है?

Instructional Objectives: इस प्रामाण्य के रूप में विद्यार्थियों को क्या और क्या को अनुमान तथा संबंधित दृष्टिकोण में आत्मविश्वास करने के लिए प्रेरित करें।

1. विद्यार्थियों के सवालों का आंशिकता विद्यार्थियों के सम्मान में अनुमान करें।
2. विद्यार्थियों के सवालों का अंशिकता विद्यार्थियों के सम्मान में अनुमान करें।

Prerequisite knowledge: It is assumed that students should be able to fulfill the condition of Unit 3 criterion test.

Instrumental aids: समय, कुही, नेत्र, भाषा, समय, समय...

Content sequence:

- वेब पर सवाल है।
- वेब पर क्या है?
- वेब पर सवाल है।
- वेब पर क्या है?
- वेब पर सवाल है?
- वेब पर सवाल है?
- वेब पर सवाल है?
- वेब पर सवाल है?
- वेब पर सवाल है?
- वेब पर सवाल है?
- वेब पर सवाल है?
- वेब पर सवाल है?
Instructional programme: The teacher will describe the co-operative mastery models of teaching/mastery learning to different groups for the students' motivation.

Instructional sequence: The following instructional sequence will be provided through co-operative learning.

- The teacher will introduce the co-operative mastery models of teaching/mastery learning to different groups for students' motivation.
- The following instructional sequence will be provided through co-operative learning.
- The teacher will describe the models of teaching/mastery learning to different groups for students' motivation.
- The teacher will explain the models of teaching/mastery learning to different groups for students' motivation.
- The teacher will guide the students through the co-operative learning process.
- The teacher will facilitate the students' understanding of the co-operative learning process.
- The teacher will encourage the students to work collaboratively in small groups.
- The teacher will provide feedback and support to the students during the learning process.
- The teacher will evaluate the students' understanding of the co-operative learning process through assignments and assessments.
- The teacher will facilitate a discussion on the effectiveness of the co-operative learning approach.
- The teacher will summarize the key points of the co-operative learning experience.
- The teacher will encourage the students to reflect on their learning experience and share their insights with the class.
- The teacher will provide suggestions for further learning and development.
- The teacher will document the students' progress and achievements throughout the learning process.
- The teacher will reflect on the co-operative learning approach and its impact on student motivation.
- The teacher will adjust the teaching strategies and methods based on the students' feedback and progress.
- The teacher will ensure that the students are engaged and motivated throughout the learning process.
- The teacher will evaluate the effectiveness of the co-operative learning approach and make necessary adjustments.
- The teacher will summarize the key takeaways from the co-operative learning experience.
- The teacher will encourage the students to apply the co-operative learning approach in their future learning endeavors.
Corrective feedback: 

Prerequisite knowledge: It is assumed that students should be able to fulfill the condition of Unit 4 criterion test.

Instrumental aids: N/A.

Content sequence:

- Instrumental programme: The teacher will describe the co-operative mastery models of teaching/mastery learning to different groups for the students' motivation.

Instructional sequence: The following instructional sequence will be provided through co-operative learning.
UNIT 6

Name of the topic: नहीं है, क्या है।

Instructional Objectives:

1. विद्यार्थी दिए एए सवालों का आलोचना में अनुभव कर सकते।
   वैसा - 5) यह भी अच्छा है ? 6) क्या कदम कर सकते।
2. विद्यार्थी दिए एए सवालों के कारण की हिंदी में अनुभव कर सकते।
   वैसे - 5) क्या रहे, 6) दिखावस निष्कर्ष प्रभा, 7) दांड़ एए समय, 8) (दक्षिण पश्चिम पाठ)।
3. दिए एए शब्दों से शब्दों का बांटना -
   वैसे -
4. वह/वह शब्दों का प्रयोग कर दिए एए ही कम स्थान भरने।
   वैसे -
5. विश्लेषण दिए एए, Bracket. Bracket बती के से लिखी शब्दी बुझ कर रहिए।
   वैसे -
Prerequisite knowledge: It is assumed that students should be able to fulfill the condition of Unit 3 criterion test.

Instrumental aids: 

Content sequence:

Instructional programme: The teacher will describe the cooperative mastery models of teaching/mastery learning to different groups for the students motivation.

Instructional sequence: The following instructional sequence will be provided through cooperative learning.

Corrective feedback:

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Prerequisite knowledge: It is assumed that students should be able to fulfill the condition of Unit 6 criterion test.

Instrumental aids: chalkboard, projector, notes, charts.

Content sequence:

Instructional programme: The teacher will describe the co-operative mastery models of teaching/mastery learning to different groups for the students motivation.

Instructional sequence: The following instructional sequence will be provided through co-operative learning.
UNIT 8

Name of the topic : 

Instructional Objectives : 

Prerequisite knowledge : It is assumed that students should be able to fulfill the condition of Unit 4 criterion test.

Instrumental Aid : 

Content Sequence : 

...
Instructional programme: The teacher will describe the co-operative mastery models of teaching/mastery learning to different groups for the students’ motivation.

Instructional sequence: The following instructional sequence will be provided through co-operative learning.

1. The teacher will describe the co-operative mastery models of teaching/mastery learning to different groups for the students’ motivation.

Corrective feedback: The teacher will provide corrective feedback to help students improve their understanding and mastery of the concepts.

Name of the topic: Qdaii/Uctaf

Instructional Objectives: The teacher will describe the co-operative mastery models of teaching/mastery learning to different groups for the students’ motivation.

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Prerequisite knowledge: It is assumed that students should be able to fulfill the condition of Unit 4 criterion test.

Instrumental Aid: - vocabulary, instructions, notes, and aid.

Content Sequence:
- Prerequisite knowledge: It is assumed that students should be able to fulfill the condition of Unit 4 criterion test.

Instructional programme: The teacher will describe the co-operative mastery models of teaching/mastery learning to different groups for the students motivation.

Instructional sequence: The following instructional sequence will be provided through co-operative learning.
UNIT 10

Name of the topic: Co-operative mastery models of teaching/mastery learning.

Instructional Objectives:
1. To describe co-operative mastery models of teaching/mastery learning.
2. To explain the co-operative mastery models of teaching/mastery learning to different groups for the students' motivation.

Instructional Programme:
The teacher will describe the co-operative mastery models of teaching/mastery learning to different groups for the students' motivation.

Prerequisite knowledge: It is assumed that students should be able to fulfill the condition of Unit 9 criterion test.

Instrumental Aid: The teacher will describe the co-operative mastery models of teaching/mastery learning to different groups for the students' motivation.

Content Sequence:
- Name of the topic: Co-operative mastery models of teaching/mastery learning.
- Instructional Objectives: To describe co-operative mastery models of teaching/mastery learning.
- Instructional Programme: The teacher will describe the co-operative mastery models of teaching/mastery learning to different groups for the students' motivation.
- Prerequisite knowledge: It is assumed that students should be able to fulfill the condition of Unit 9 criterion test.
Instructional sequence: The following instructional sequence will be provided through co-operative learning.

Corrective feedback: If the following instructional sequence will be provided through co-operative learning.

Corrective feedback: If the following instructional sequence will be provided through co-operative learning.

Corrective feedback: If the following instructional sequence will be provided through co-operative learning.
Appendix - 2.C (Bloom's Mastery Learning Instructional Packages for Assamese)

Beginner Level 1 - Essentials (Karya)

1. Instructional Packages:
   - Introduce the concept of fractions.
   - Teach the basics of multiplication and division.
   - Provide practice exercises to reinforce learning.

2. Learning Strategies:
   - Use visual aids and manipulatives to illustrate concepts.
   - Encourage group work and peer teaching.
   - Provide regular assessments to track progress.

3. Resources:
   - Textbooks and workbooks.
   - Digital resources and interactive software.
   - Educational videos and multimedia.

4. Assessment:
   - Formative assessments to monitor learning.
   - Summative assessments to evaluate understanding.
   - Provide feedback to students.

5. Challenges:
   - Address common misconceptions and errors.
   - Adapt instruction to meet different learning needs.
   - Encourage students to ask questions and seek clarification.

6. Conclusion:
   - Highlight the importance of continued practice and review.
   - Emphasize the value of perseverance in learning.
   - Encourage students to set realistic goals.

End of Appendix - 2.C
Corrective Feedback – To provide remedial instruction, co-operative group teaching followed by individual feedback by the teacher.

খন্ড - ২  
বিষয় বর্ণ ৪- বর্ণ প্রকারন

(1) বর্ণ আর তা তট কর
(2) কর্মণ্যা তা তুলন
(3) শব্দ তাক কর
(4) বাক্যে বর্ণ কর
(5) বক্তব্যত তা বক্তব্য হাত হবে
(6) শব্দ কর্ণ অক শব্দ বক্তব্য বল
(7) শব্দ তা বক্তব্য কর্ণ যাতে পণ্য করবে।

পূর্বে সুপারিশিত জন্য ৮ - এইটি তুলন কর যাতে না, মূটর হয় যা ১ মাসের প্রকারন চর্চ পুরু কর্তব্য পার্থিব।

বিষয় ৪-প্রতিশৃঙ্খলা ৪- অপরিহার্য আবক্ষ তালিকা, বক্তব্য তালিকা, বক্তব্য তালিকা, ত্রাত তালিকাত সিদ্ধান্ত নামকর, ব্যাকরণ কিংবদন্তী।

বিষয় ৪-প্রতিশৃঙ্খলা ৪-  

tyPO

XXXV
Corrective Feedback: To provide remedial instruction, co-operative group teaching followed by individual feedback by the teacher.
চন্দ-৩
বিবিধ তথ্য - "ষষ্ঠী তীর্থের গৃহীত চিন্তা"
Corrective Feedback – To provide remedial instruction, co-operative group teaching followed by individual feedback by the teacher.

Page 3
বিষয় তথ্য: *যুক্তিকর*

শিক্ষার উপরের ৮ শিক্ষা বিশ্লেষণ এক এবং পর্যায়ক্রমে হয়েছে /যাসাহের তালিকা দিয়া শিক্ষা সমাপ্ত নিষ্ঠা স্থানে শিক্ষি পাবন্ধক সাধন।
(১) যুক্তিকর বুদ্ধিমত্তা কি উলের ?
(২) যুক্তিকর বাবদে পরিষদ প্রথা নিষ্ঠা দিয়া।
(৩) তালিকা ব্যাখ্যায় যুক্তিকর বিশ্লেষণ?

(i) ক, ৩ + ৪ = ? (ii) ক, ৩ + ৫ = ? (iii) ক, ৩ + ৬ = ? (iv) ক, ৩ + ৭ = ? (v) ক, ৩ + ৮ = ?
(৪) তালিকা যুক্তিকর বিশ্লেষণ কি উপরে ?

(i) ক, ৩, (২) ক, (৩) ক, (৪) ক, (৫) ক, (৬) ক।

(৫) যুক্তিকর বর্গ উপরে কি উলের ?

(৬) বিশ্লেষণের নিষ্ঠা দিয়া— (ক) আগত, (ফ) উলের।

পূর্বেমূলক প্রশ্ন - একটি প্রশ্ন কথা বলে যে, যার তালিকা করত '৩' মানে। পথ যুক্তিকর হাত পুনরাদি প্রশ্ন করিব নিষ্ঠা।

শিক্ষার উপরের ৮-যুক্তিকর বিশ্লেষণ।

বিষয় তথ্য: ৮

ব্যাখ্যা পাঠ

যুক্তিকর:

১ + ০ = ?

২ + ০ = ?

৩ + ০ = ?

৪ + ০ = ?

৫ + ০ = ?

৬ + ০ = ?

৭ + ০ = ?

৮ + ০ = ?

কারণ নিষ্ঠায় সাধনের প্রাপ্ত নির্দেশ—বন্ধ লগ যাইবে।

অধ্যায় উপরের ৮:

১ + ০ = ?

২ + ০ = ?

৩ + ০ = ?

৪ + ০ = ?

৫ + ০ = ?

৬ + ০ = ?

৭ + ০ = ?

৮ + ০ = ?

শিক্ষাকর্মীর প্রযোজনাঃ— শিক্ষক যার তালিকা মানে যার বর্ণ নিষ্ঠা হল সুন্দর মানে পাই সাধনে তারাজী শিক্ষন সারাবর্ণ /চৌকিদীশ শিক্ষন সংক্রান্তি নিষ্ঠা নিয়ে।

শিক্ষাকর্মীর উপরের ৮: কথা প্রশ্ন করে শিক্ষাকর্মী অনুকরণ যারাজী শিক্ষন করিবে নিষ্ঠা হয়।

* শিক্ষক এখন যার তালিকা যার শুধু—এই পাঠাতা নম কি ?
  * যাহা /যাহী সাধন।

* শিক্ষক বুদ্ধিমত্তা কুলীনতার কি কুলীনতা ?
  * যারা /যারী সাধন।

* শিক্ষক ব্যাখ্যা বর্গের ক্ষেত্রে কুলীনতা হয়েছে ?
  * যারা /যারী সাধন।

* শিক্ষকে বেশ যার যার কলেজে নির্মান পড়াশুনী ?
  * যারা /যারী সাধন।

* শিক্ষকে বেশ যার যার ব্যাখ্যা করিবেন ?
  * যারা /যারী সাধন।

* শিক্ষকে বেশ যার যার শব্দ বুদ্ধি করিবেন শব্দ পড়াশুনী ?
  * যারা /যারী সাধন।

* শিক্ষকে বেশ যার যার ব্যাখ্যা করিবেন যারাজী নাম ?
  * যারা /যারী সাধন।

* শিক্ষকে বেশ যার যার শব্দ বুদ্ধি করিবেন যারাজী নাম ?
  * যারা /যারী সাধন।
Corrective Feedback

To provide remedial instruction, co-operative group teaching followed by individual feedback by the teacher.

(Instructional Objective)

- Provide feedback and adjust teaching methods based on student progress.

Purpo ... the teacher.

(Instructional Objective)

- Choose appropriate instructional strategies based on student needs.

Corrections and Adjustments

- Adjust teaching strategies and provide individual feedback to improve understanding.
Corrective Feedback – To provide remedial instruction, co-operative group teaching followed by individual feedback by the teacher.
পৃষ্ঠা 6
লিখিত অংশ 8: "ছোট কার্টীর একটি লিপিটি হাউড ফেনাই" (২)
খালেহার সাবেক কর্মকর্তা

লিখিত উপন্যাস ৫: লিখিত উপন্যাস নেছে যে যার পাতায় পানি / হাড়ের তালক লিখি যেখানে সম্পূর্ণ লিখি সম্পূর্ণ লিখি পাকিদের লিখি পাকিদের লিখি

(১) "ছোট কার্টীর একটি লিপিটি হাউড" ৪ ভাষার মূল ভাষায় লিখে

(২) ছোট কার্টীব্য লেখিকিত লেখক সাধারণ সাধারণ সাধারণ লেখক লেখক লেখক

(৩) যদি কি দীর্ঘ লেখিকিত লেখায় কর্ম কর্ম লেখক লেখক লেখক

(৪) খুরমন কি উপর লেখিকিত লেখায় কর্ম কর্ম লেখক লেখক

(৫) বই সাজার (প্রচ্ছন্ন)

(৬) লেখার (৫) প্রচ্ছন্ন (৪) লিখ (৪) দীর্ঘ (৪) দীর্ঘ

পৃষ্ঠাভুক্ত লিখিত অংশ ৫: এইটা পাতা করা হয়, যা হাড়ের তালক "ক" মাধ্যমে পরিবার চর্চা পুরো কর্ম প্রলোক।

লিখিত পৃষ্ঠা ৫-প্রচ্ছন্ন ৪: তোপ, চুনাল, দেহশ আকার

লিখিত মন্তব্য ৬-৮:
রোনে তোপ কার্টী থিনি ইংরাষ লেখাকে করেন - হালকে হালকে , যে পানি, পর্যালোচনা টিটি, তোজন করে লিপিটি ট্যাপ।

লাইন বিভক্ত করে দিন। যদি সবাই পাতা পানি পাপারা , তথায় সবাই পাপারা
তোপ পাতা কার্টীব্য বুধবার সকালে টাকা কে কেন দেন — যে টোকনি তোলার পানি, পর্যালোচনা টিটি, তোজন করে লিপিটি ট্যাপ।

কুকুর — তোপ সবাই প্রায় টোকনি নয়। যদি তোলার মাত পানি দিয়ে পাপারা, তোপদের ইন্দিরা টোকনি টাকা দিয়ে পাপারা।

তোপ পাতা কার্টীব্য মাতিও ওজন টাকা কে কেন দেন — যে নারী, নিন্দা কুমারক, গুল্লাটোকনি, টোলারা পানি, পর্যালো টিটি, তোজন করে লিপিটি ট্যাপ।

মাটিই — যদি সবাই টোকনি পাপারা। যদি সবাই উপরান্ত বাদি পাপারা পাপারা।

তোপ পাতা কার্টীব্য মাতে তোলার প্রায় টাকা কেন দেন — যে নারী, নিন্দা কুমারক, গুল্লাটোকনি, টোলারা পানি, পর্যালো টিটি, তোজন করে লিপিটি ট্যাপ।

কুকুর — তোপ সবাই প্রায় টোকনি। যদি নারী শুক্ল দুধার পাপারা, তোপদের ইন্দিরা টোকনি টাকা দিয়ে পাপারা।

লিখিতদের আনুষ্ঠানিক: লিখিত মাত-হাড়ের মালামালী করার বাদ ইতিমধ্যে ডিনার স্নাতক হাড়ের লিখিত যোগাযোগ /হাউড এলিফ লিখিতের সম্পর্কে বলা হয়।

লিখিতদের অনুষ্ঠান ৮-৮: লিখিত ইকো লিখিতের মূলনোত্তর সম্পর্কের লিখিত বিবরণ দ্বারা লিখিত দ্বারা লিখিত লিখিত বিডিতে দিয়া হয়।

* লিখিতের যা এক কথা /হাড়ের সূত্রে- পূর্ব লিখিত পানি লিখিতের লিখিতের
  * তোলা /হাড়ের সূত্রে

* লিখিতের যা এক কথা /হাড়ের সূত্রে- টোকনি করেন কুকুর তোলা কেন
  * তোলা /হাড়ের সূত্রে

* লিখিতের যা এক কথা /হাড়ের সূত্রে- গড় তোলার প্রথম কি কুকুর
  * তোলা /হাড়ের সূত্রে

* লিখিতের যা এক কথা /হাড়ের সূত্রে- বাহালি তোলা পাপারা
  * তোলা /হাড়ের উপর

* লিখিতের যা এক কথা /হাড়ের সূত্রে- পৃথক বাহালি পাপারা কি
  * তোলা /হাড়ের উপর

* লিখিতের যা এক কথা /হাড়ের সূত্রে- পৃথক বাহালি পাপারা কি
  * তোলা /হাড়ের উপর

* লিখিতের যা এক কথা /হাড়ের সূত্রে- পৃথক বাহালি পাপারা কি
  * তোলা /হাড়ের উপর

* লিখিতের যা এক কথা /হাড়ের সূত্রে- পৃথক বাহালি পাপারা কি
  * তোলা /হাড়ের উপর
Corrective Feedback - To provide remedial instruction, co-operative group teaching followed by individual feedback by the teacher.
Corrective Feedback:

To provide remedial instruction, co-operative group teaching followed by individual feedback by the teacher.

(Instructional Objective):

- To provide remedial instruction, co-operative group teaching followed by individual feedback by the teacher.
Corrective Feedback: To provide remedial instruction, co-operative group teaching followed by individual feedback by the teacher.

(Instructional Objective) 6:
- The student will be able to: (Learning Outcomes)
  1. Identify the problems that students face in the context of the subject.
  2. Develop strategies to address these problems.
  3. Evaluate the effectiveness of these strategies.

(Instructional Plan) 7:
- Phase 1: Introduction
  - Problem identification
  - Goal setting
  - Resource allocation

Phase 2: Implementation
- Strategy 1: Individualized instruction
  - Personalized feedback
  - Group discussions

Phase 3: Evaluation
- Assessment tools
  - Self-assessment
  - Peer assessment
  - Teacher assessment

Phase 4: Reflection
- Student reflections
  - Peer reflections
  - Teacher reflections

Resources:
- Textbooks
- Digital resources
- Collaborative tools

Conclusion:
The project is expected to improve student engagement and academic performance in the subject.
কলকাতা ময়দান

সাদা সামনে জ্যোতির্বিদ্যা নই।
ধীরে সামনে সিনিগোপুর বাজার।
বাজারের সব পাশাপাশি পাড় নাই।
নিয়ে তোলা সব নাম নাই, নিয়ে তোলা সবনি একাধিক নাই।
শুধু মাত্র তুষ নাই শিখালো সমস্যা, নাম সম তোলা কলকাতা কি আমি।
কাজে কি ব্যক্তি কাঠামো দেখি মনে।
সাদা সামনে নাই অজ্ঞানী, শিখালো ময়দান তোলা আমি নিজকলনী?

শিক্ষামূলক প্রস্তাবনা:- শিক্ষক যার-হাতী মনোযোগী করন নামে নিরাকর বল সমুদ্র মার্গত সহযোগী চরিত্র শিক্ষক আনন্দ /চরিত্র শিক্ষক সাধনে কাজ করে।

শিক্ষামূলক অর্থনীতি:- তপস্ত দিয়া ব্যবস্থা শিক্ষামূলক অর্থনীতি শিক্ষামূলক অর্থনীতি নির্দিষ্ট হয়।
* শিক্ষক একজন ব্যবসায়ী /হাতীর সুখহোকে -এই কলকাতার শিক্ষক অনুষ্ঠান নাই কি?
  * থাকে /হাতীবাসaya
* শিক্ষক সাধনে- শিক্ষক অনুষ্ঠান তথ্য তত্ত্ববিদ্যা কমিয়া?
  * থাকে /হাতীবাসaya
* শিক্ষক সুখহোকে - শিক্ষক অনুষ্ঠান তথ্য তত্ত্ববিদ্যা কমিয়া?
  * থাকে /হাতীবাসaya
* শিক্ষক সুখহোকে- শিক্ষক অনুষ্ঠান তথ্য তত্ত্ববিদ্যা কমিয়া?
  * থাকে /হাতীবাসaya
* শিক্ষক সুখহোকে- শিক্ষক অনুষ্ঠান তথ্য তত্ত্ববিদ্যা কমিয়া?
  * থাকে /হাতীবাসaya

শিক্ষক একজন হাতীবাসaya /হাতীর সুখহোকে -এই কলকাতার প্রথম পর্যায় দুই শাখায় পার
  * থাকে /হাতীবাসaya
* শিক্ষক সুখহোকে - এই শাখায় সুখহোকে তথ্য কি?
  * থাকে /হাতীবাসaya
* শিক্ষক আনন্দ একজন হাতীবাসaya /হাতীর সুখহোকে -এই কলকাতার প্রথম পর্যায় দুই শাখায় পার
  * থাকে /হাতীবাসaya
* শিক্ষক পাত্র সুখহোকে- সম্মান মানে কি?
  * থাকে /হাতীবাসaya
* শিক্ষক সুখহোকে- শিক্ষক মানে কি?
  * থাকে /হাতীবাসaya
* শিক্ষক সুখহোকে- সম্মান মানে কি?
  * থাকে /হাতীবাসaya
* শিক্ষক সুখহোকে- এই শাখায় একজন হাতীবাসaya /এই কলকাতার কৃতিয় অংশ চোখের পার
  * থাকে /হাতীবাসaya
* শিক্ষক সুখহোকে- এই শাখায় সুখহোকে মানে কি?
  * থাকে /হাতীবাসaya
শিক্ষককে আমার ‘বীর’ মানে কি ?
* ধরেন সত্যি বি।
* শিক্ষককে আমার ‘ব্যা’ মানে কি ?
* ধরেন সত্যি বি।

শিক্ষককে আমার এমন ধরেন পাশাপাশি আক্ষরিক শারীরি কর্মণ্য পাড়িতে পড়ে না।
* ধরেন সত্যি বি।
* শিক্ষককে স্নাতক। এই কর্মণ্য মূল শারীরি অর্থ কি ?
* ধরেন সত্যি বি।
* শিক্ষককে স্নাতক। ‘সন্ধ্যা’ কি ?
* ধরেন সত্যি বি।
* শিক্ষককে স্নাতক। ‘রোগ’ কি ?
* ধরেন সত্যি বি।
* শিক্ষককে স্নাতক। ‘অন্তর্জাতিক’ কি ?
* ধরেন সত্যি বি।

শিক্ষককে আমার এমন ধরেন পাশাপাশি । কবিতাটিকের শর্মণ্য আক্ষরিক শারীরি পাড়ি পড়ে না।
* ধরেন সত্যি বি।
* শিক্ষককে স্নাতক। এই কর্মণ্য মূল শারীরি অর্থ কি ?
* ধরেন সত্যি বি।
* শিক্ষককে স্নাতক। ‘লুক্তি’ মানে কি ?
* ধরেন সত্যি বি।
* শিক্ষককে স্নাতক। ‘অন্তর্জাতিক’ কি ?
* ধরেন সত্যি বি।
* শিক্ষককে পাশাপাশি। ‘অন্তর্জাতিক’ কি ?
* ধরেন সত্যি বি।
* শিক্ষককে স্নাতক। ‘বহিঃশিক্ষা’ মানে কি ?
* ধরেন সত্যি বি।

পাশাপাশি শিক্ষক আমার এমন ধরেন পাশাপাশি । এই কবিতাটিকের শর্মণ্য আক্ষরিক শারীরি পাড়ি পড়ে না।
* ধরেন সত্যি বি।
* শিক্ষককে স্নাতক। এই কবিতাটিকের শর্মণ্য আক্ষরিক শারীরি পাড়ি পড়ে না।
* ধরেন সত্যি বি।
* শিক্ষককে স্নাতক। ‘বহিঃশিক্ষা’ মানে কি ?
* ধরেন সত্যি বি।
* শিক্ষককে স্নাতক। ‘বহিঃশিক্ষা’ মানে কি ?
* ধরেন সত্যি বি।

শিক্ষককে প্রশিক্ষণ আমার ধরেন শর্মণ্য। বাধীক প্রশিক্ষণ। কবিতাটিকের একজন একজন আক্ষরিক শারীরি পাড়ি পড়ে না।
* ধরেন সত্যি বি।
* শিক্ষককে স্নাতক। ‘বাধীক’ মানে কি ?
* ধরেন সত্যি বি।
* শিক্ষককে স্নাতক। ‘বাধীকা’ মানে কি ?
* ধরেন সত্যি বি।

বিশ্বাস হই প্রশিক্ষণ শিক্ষক হই বাধীক প্রশিক্ষণ। উত্তরাধিকার দিবসে প্রারম্ভিক সহযোগী বাধীক সহযোগী সাহায্য পদ্ধতির নক্ষত্র হই সহযোগী সহযোগী। এই পদ্ধতির নক্ষত্র হই সহযোগী। এই প্রক্রিয়াটি সহযোগী শিক্ষক সহযোগী দিয়া।

×××××
Corrective Feedback

To provide remedial instruction, co-operative group teaching followed by individual feedback by the teacher.

(Instructional Objective)

(1) 

(2) 

(3) 

(4) 

(5) 

(6) 

(7) 

(8) 

(9) 

(10) 

Purba Bangabandhu's Jannat - This site is dedicated to the glory of Bangladesh and its heroes. KHU is one of the most prominent heroes of our time. KHU was a great visionary and leader who fought for our independence. His work and sacrifices will always be remembered.

Institutional Objectives:

(1) 

(2) 

(3) 

(4) 

(5) 

(6) 

(7) 

(8) 

(9) 

(10) 

xxxxx
Corrective Feedback—To provide remedial instruction, co-operative group teaching followed by individual feedback by the teacher.
Appendix - 2.D.

FORMATIVE TEST (FOR ENGLISH)

Unit I
1. Write the meaning of the given list of words; e.g. a dog, a cat, a pen, a bench, a glass.
2. Match the given alphabets with the given pictures.

![Picture 1]

- C
- B
- T
- P
- C

3. Write the name of articles shown in the (Picture Card No. 1)
4. Fill up the blanks with correct letters - e.g. (Ki-g, Bo-k, P-n, Do-, Ca-).
5. Write five words from unit I which are related with their daily life.

Unit 2
1. Translate into Assamese:
   (a) This is his book  (b) That is Radha
   (c) This is his Ball  (d) That is her glass
   (e) That is his kite
2. Put a letter for the following gaps to make a name:-
   (i) R_m, (ii) Bim_l, (iii) Ra_ha, (iv) Ar_n, (v) Aa-ma.
3. Fill up the following gaps from (Picture Card No. 2).
   (a) This ____________ is Bimal
   (b) That is ____________
   (c) That is ____________ Ball.
   (d) ____________ is her glass.
4. Differentiate between his and her.
5. Identify and write his/her in the given blanks.
   (a) This is Latif. That is ____ bag.
   (b) That is Radha. That is ____ book.
   (c) That is Gopal. That is ____ Box.
   (d) This is Amina. This is ____ kite.
6. Write the following names correctly:
   (i) atul (ii) dilip (iii) bimal (iv) latif (v) anima
7. Differentiate this and that
8. Use the words this and that for the following gaps:-
   (a) ____________ is a pen.
   (b) ____________ is her glass.
PICTURE CARD NO.2

Concept of This / That

← This is Kamal.

That is Abdul. →

← This is Rina.

—is Mary. →

← — is Mr Baruah.

That is Mrs Baruah. →
UNIT 3

1. Translate into Assamese:
   a) That is your pencil.
   b) This is my box.
   c) This is Habib’s book.
   d) That is her book.
   e) That is Gopal’s cow.

2. Write five sentences from the following table:

<table>
<thead>
<tr>
<th>This</th>
<th>is</th>
<th>my</th>
<th>book</th>
</tr>
</thead>
<tbody>
<tr>
<td>That</td>
<td>is</td>
<td>her</td>
<td>bag</td>
</tr>
<tr>
<td>This</td>
<td>is</td>
<td>his</td>
<td>cat</td>
</tr>
<tr>
<td>That</td>
<td>is</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Select he/she from following brackets:
   a) (He/She) is Ram.
   b) This is (Habib/Habib’s) book.
   c) This is (Anil’s/Anil) book.
   d) (He/she) Lela.

4. Make sentences from the following words:
   a) Book b) Pen c) is d) Dog e) Pencil.

5. Fill up the following gaps:
   a) You are Rahim. This is _______ book.
   b) This is Leela. That is _______ hat.
   c) He is Ram. That is _______ bag.

6. Differentiate my and your from

7. Write two words by using ’s (Apostroph s).

UNIT 4

1. Translate into Assamese:
   a) My name is Tapan.
   b) Anup is my brother.
   c) Your name is Dipak.
   d) Mrs. Barua is his mother.

2. Fill in the blanks from (Picture Card No. 3):
   a) Reba is Bipul’s sister. Bipul is Reba’s _______.
   b) Mr. Sharma is Anil’s father. Anil is Mr. Sharma’s _______.
   c) Mr. Dutta is Lela’s father. Lela is Mr. Dutta’s _______.
   d) Habib is Karim’s uncle. Karim is Habib’s _______.
   e) Mrs. Dutta is Mr. Dutta’s wife. Mr. Dutta is Mrs. Dutta’s _______.

3. Write five sentences from the following table:

<table>
<thead>
<tr>
<th>My</th>
<th>is</th>
<th>Dipak</th>
</tr>
</thead>
<tbody>
<tr>
<td>His</td>
<td>name is</td>
<td>Mr. Das</td>
</tr>
<tr>
<td>This</td>
<td></td>
<td>Rahim</td>
</tr>
</tbody>
</table>

4. Make sentences from the following words:
   name, my, your, son, uncle.

5. Draw your family tree and write the relationship among different members of the family.

6. Differentiate:
   a) Brother and sister.
   b) Father and mother.
   c) Husband and wife.
I) A is ____________ of D
II) B is ____________ of C
III) _______ and _______ are brother and sister
IV) Father___________Son___________ ?.
V) A is _______ of B
UNIT 5

1. Translate into Assamese:
   a) That is an aeroplane.  
   b) This is a hen.
   c) It is Mohan's cow.  
   d) It is your umbrella.

2. Put 'a' or 'an' in the following gaps:
   a) ______ mouse,   b) ______ orange,  c) _______ bird,
   d) ______ ear,   e) ______ baby.

3. Make sentences from the following words:
   a) aeroplane,  
   b) ink-pot,  
   c) my,  
   d) your,  
   e) what

4. Write five sentences from the following table (Picture Card No. 4):

<table>
<thead>
<tr>
<th>This is</th>
<th>a</th>
<th>cow</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is</td>
<td>an</td>
<td>Umbrella</td>
</tr>
<tr>
<td>It is</td>
<td></td>
<td>Monkey</td>
</tr>
</tbody>
</table>

5. Fill up the following gaps:
   a) This is ______ ball.   ______ ______ my ball.
   b) That is ______ slate ______ your slate.

6. Write two words by using a and an.

7. Differentiate a and an.

UNIT 6

1. Translate into Assamese:
   a) Rajen is a fat boy.  
   b) Mina is a thin girl.
   c) It is a big animal.  
   d) It is a yellow bird.
   e) That is a green frock.

2. Fill up the blanks with adjectives of colour/size (Consult Picture Card No. 5A & 5B):
   a) Mina is a _______ girl.  
   b) This is ______ elephant.
   c) It is a _______ bird.  
   d) That is a ______ flower.
   e) Mr. Roy is a ______ man.

3. Make sentences from the following words:
   Thin, Big, Yellow, Blue, White.

4. Make five sentences from following table:

<table>
<thead>
<tr>
<th>This is</th>
<th>a</th>
<th>elephant</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is</td>
<td>an</td>
<td>greenshirt</td>
</tr>
<tr>
<td>That is</td>
<td></td>
<td>red cup</td>
</tr>
</tbody>
</table>

5. Identify adjectives of colour from the following sentences:
   a) Ram is a fat boy.  
   b) Sheela is a thin girl.
   c) Your dog is brown.  
   d) It is a red rose.
   e) The wall has been painted blue.
   f) It is a small clock.  
   g) Ram is very tall.
   h) Sheela is very short.

6. Differentiate thin and fat.
PICTURE CARD NO.4

1. This / it ( ____ ) is a cow

2. This / it ( ____ ) is a monkey

3. This / it ( ____ ) is a umbrella
PICTURE CARD NO.5(A)

Concept of Colours

BLUE

RED

WHITE

YELLOW

GREEN
Concept of Tall/Short, Thin/Fat

(a) This man is tall.

(b) This pencil is short.

(c) This clock is small.

(d) This boy is fat.
UNIT 7

1. Translate into Assamese from the following sentences:
   a) It is not a bench.
   b) It is not a pony.
   c) It is not my horse.
   d) It is a wall clock.
   e) This is a goods train.

2. Fill up the following gaps from (Picture Card No. 6):
   a) This is a chair. It is ________ a bench.
   b) This is a car. It is not a ________.
   c) That is a goods train. It is not a ________ train.
   d) This is a horse. It is not a ________.

3. Write five sentences from the following table:

<table>
<thead>
<tr>
<th>This</th>
<th>is</th>
<th>__________</th>
</tr>
</thead>
<tbody>
<tr>
<td>It</td>
<td>is</td>
<td>not</td>
</tr>
<tr>
<td>book</td>
<td></td>
<td>a goods</td>
</tr>
<tr>
<td>car</td>
<td></td>
<td>train</td>
</tr>
</tbody>
</table>

4. Make five sentences from the following words:
   Van, not, is not, passenger, horse, pony.

5. Re-arrange the following groups of words into sentences:
   a) Shirt is white a this. b) a car this is.
   c) a not is it pony. d) is a chair that.
   e) this watch is not a.

6. Write two words by using not.

UNIT 8

1. Translate into Assamese:
   a) That is your post office.
   b) I am a police-man.
   c) That is a hospital.
   d) That is Rajen's home.
   e) You am a farmer

2. Make five sentences from the following table:

<table>
<thead>
<tr>
<th>You</th>
<th>am</th>
<th>a farmer</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>is</td>
<td>your post-office</td>
</tr>
<tr>
<td>This</td>
<td>are</td>
<td>my teachers</td>
</tr>
</tbody>
</table>

3. Write the second sentences as shown in 'a':
   a) My name is Kamal. I am Kamal.
   b) Your name is Karim.
   c) My name is Gopal.
   d) His name is Rahim.
   e) Your name is not Mary.

4. Match the following colours (Look at Picture Card No. 7):

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>b)</td>
</tr>
<tr>
<td>A doctor</td>
<td>Stitches clothes</td>
</tr>
<tr>
<td>b)</td>
<td>c)</td>
</tr>
<tr>
<td>A teacher</td>
<td>catches thieves</td>
</tr>
<tr>
<td>c)</td>
<td>d)</td>
</tr>
<tr>
<td>A police-man</td>
<td>ploughs fields</td>
</tr>
<tr>
<td>d)</td>
<td>e)</td>
</tr>
<tr>
<td>Farmer</td>
<td>treats patients</td>
</tr>
<tr>
<td>e)</td>
<td></td>
</tr>
<tr>
<td>Tailor</td>
<td>teaches students</td>
</tr>
</tbody>
</table>

5. Select correct word from the following brackets:
   a) I (is/am) a teacher. b) You (am/are) a girl.
   c) He (are/is) a police-man. d) You (is/are) not my teacher.
   e) I (am/are) your brother.

6. Differentiate is and are.
7. Differentiate is and am.
PICTURE CARD NO. 6

1. This is a chair,
   It is _______ a bench

2. This is a Car,
   It is not a _______

3. This is a goods train,
   It is not a _______ train

4. This is a horse.
   It is not a _______
PICTURE CARD NO.7

a) Catches thieves

b) Ploughs fields

c) Treats patients

d) Teaches students
UNIT 9

1. Translate into Assamese:
   i) That is my garden.
   ii) Mary is also here.
   iii) My name is Raju and your name is Tanima.
   iv) This is Mr. Dutta and that is Mr. Das.
   v) I am here and you are there.

2. Make sentences from the following list of words:
house, garden, also, and, your.

3. Write five sentences from the following table:

<table>
<thead>
<tr>
<th>This</th>
<th>my book</th>
<th>and</th>
<th>this</th>
<th>a girl</th>
</tr>
</thead>
<tbody>
<tr>
<td>that</td>
<td>your ball</td>
<td>that</td>
<td>your book</td>
<td></td>
</tr>
</tbody>
</table>

4. Fill up the following gaps by using here or there.
   a) I am ________.
   b) He is ________.
   c) This boy is ________.
   d) That boy is ________.
   e) This tree is ________.

5. Join each sentences of column 'A' with a matching sentence from column 'B' by using the word 'and'.

   A
   1. I am a boy
   2. He is a doctor
   3. That is a lock
   4. This is a cow
   5. You are a man

   B
   1. This is a key
   2. That is a goat
   3. I am a woman
   4. She is a nurse
   5. You are a girl

6. Differentiate here and there.

UNIT 10

1. Translate into Assamese from the following English sentences:
   a) It is in his pocket.
   b) It is on his head.
   c) It is in her hand.
   d) This is my cat and that is my dog.
   e) My dog is on a mat.

2. Make sentences from the following words:
on, head, in, her, his.

3. Write the correct word from the following brakats:
   a) That egg is (in/on) that cup.
   b) Her doll is (in/on) her table.
   c) That banana is (in/on) that box.
   d) My pen is (on/in) my hand.
   e) That flower is (in/on) that basket.

4. Write five sentences from the following table:

<table>
<thead>
<tr>
<th>My pen</th>
<th>on</th>
<th>my bag</th>
</tr>
</thead>
<tbody>
<tr>
<td>His pencil</td>
<td>is</td>
<td>your table</td>
</tr>
<tr>
<td>Your book</td>
<td>in</td>
<td>his box</td>
</tr>
</tbody>
</table>

5. Fill in the blanks as in 'a' (Look at Picture Card No. 8).
   a) This egg is not in that box. It is in this cup.
   b) His stick is not in his basket. It is ________.
   c) That spoon is not in that jug. It is ________.
   d) That clock is not on that chair. It is ________.
   e) My pen is not in my pocket. It is ________.

6. Differentiate in and on (Consult Picture Card No. 8).
PICTURE CARD NO.8

(a) This egg is not in that box.
   It is in this cup.

1. His stick is not in his basket.
   It is ______ ______ ______.

2. That spoon is not in that jug.
   It is ______ ______ ______.

3. That clock is not on that chair.
   It is ______ ______ ______.

4. My pen is not in my pocket.
   It is ______ ______ ______.

5. That doll is not in that basket.
   It is ______ ______ ______.
Appendix - 2 E  Formative Unit tests For Hindi

UNIT 1

1. मध जोह कहत निषेध करें।
2. इन अलाव को जोहाव्य करें।
   \[ a + a + a = a \]
3. मधे करते हैं।
4. मधु में नियुक्त करें।
5. मधु में नियुक्त करें।

UNIT 2

1. मधे करते हैं।
2. मधु में नियुक्त करें।
3. मधु में नियुक्त करें।
4. मधु में नियुक्त करें।

UNIT 3

1. मधु में नियुक्त करें।
2. मधु में नियुक्त करें।
3. मधु में नियुक्त करें।

xv
Picture Card No. 1 (H)
मैं ....................... जा रहा हूँ (क्या/कहूँ)?

........................ मैं जा रहा हूँ (क्या/कहूँ)?

Picture Card No. 2 (H)
तुम कौन .................. (हो/है)?

लीला भी लड़की .................. (हूँ/है)।

वह कौन .................. (हो/है)?

Picture Card No. 3 (H)
रमा .............. है (पढ़ती है/पढ़ता है)।

शाम ............ है (पढ़ती है/पढ़ता है)।
UNIT 7

1. Write these items: [picture card no. 3 (H)]

UNIT 8

1. Write the conditions of the picture cards in the following manner:

UNIT 9

1. Write these items:
1. "फ्रेंट" आणि "फ्रेंटिट" का अर्थ आणि प्रकीर्ण शिल्पात

UNIT 9

2. फ्रेंटेट पर निवास करणे साठी म्हणजेच अंगूठांक करणे -
3. फ्रेंटेट पर निवास करणे निवास करणे -
4. फ्रेंटेट निवास करणे साठी म्हणजेच अंगूठांक करणे -
5. "फ्रेंटाट" आणि "फ्रेंटाट" करणे हे साठी प्रयोग होते हे शिल्पात

UNIT 10

1. डिविटी मध्ये १० राज आंक नियम्यात

2. १० तर आंकं ठेवा येवढे नियमीतील शिल्पात मध्ये नियम्यात।

3. "आंकात" आणि "शिल्पा" करणे बाबत करणे हे शिल्पात
Picture Card No. 4 (H)

गिलास में (कितना/कितने) पानी है?

मेज पर (कितना/कितने) सिक्के है?

Picture Card No. 5 (H)

हिन्दी में लिखो:

1 ............ 7 ............
6 ............ 5 ............
8 ............ 4 ............
Appendix - 2. F

Formative Unit Test for Assamese

Section 1

1. Write the Assamese word for 'milk'.
2. Write the Assamese word for 'water'.
3. Write the Assamese word for 'book'.
4. Write the Assamese word for 'pen'.
5. Write the Assamese word for 'chair'.

Section 2

1. Write the Assamese word for 'house'.
2. Write the Assamese word for 'door'.
3. Write the Assamese word for 'window'.
4. Write the Assamese word for 'table'.
5. Write the Assamese word for 'chair'.

Section 3

1. Write the Assamese word for 'homework'.
2. Write the Assamese word for 'mathematics'.
3. Write the Assamese word for 'science'.
4. Write the Assamese word for 'biology'.
5. Write the Assamese word for 'chemistry'.

Section 4

1. Write the Assamese word for 'pen'.
2. Write the Assamese word for 'pencil'.
3. Write the Assamese word for 'ruler'.
4. Write the Assamese word for 'eraser'.
5. Write the Assamese word for 'calculator'.

PTO

XXI
(৬) কলকাতা শিক্ষা একাত্মকতা বিষয় বিষয়ে পাঠিয়া হয়েছিল।
(১) (২), (৩), (৪), (৫), (৬)।
(৭) জাতি, (৮) চাই।

গু ৫

(১) টারো সালতী শ্রমিক রিপোর্টে বলা হয় '১৫' মুল কর্মক্ষেত্র ক্রাউন হরমের দিকে দিয়েছিল।
(২) সালতী শ্রমিক রিপোর্টে বলা মাত্র ধারা সম্পর্কিত কর।
(৩) প্যাটেলের রেকর্ডটিতে চূড়ান্ত পর্যবেক্ষণ হয়।
(৪) কলকাতা শিক্ষা পর্যন্ত ব্যাপার সম্পর্কে বল।
(৫) ১০টির চাইতে অন্ত হিসেবে তাই না দিয়েছিল।

গু ৬

(১) সালতী কার্যকলাপ প্রাক্তন রিপোর্টের চর্চা ২ মাসের মূলধারে শিক্ষা হয়।
(২) সালতী কর্মক্ষেত্র ব্যবহার ব্যবস্থার প্রথম পদ্ধতি প্রস্তুতিতে থাকা কর।
(৩) যত কিছু উল্লেখ করলে সালতী কর্মক্ষেত্র অভিযান তাই নিয়ন্ত্রণে সুনির্দিষ্ট হয়।
(৪) কার্য সাধনা তথ্য (প্যাটেলের রিপোর্ট)
(৫) রেকর্ডের, পর্যায়ের, সিদ্ধ, পর্যায়, লেখন।

গু ৭

(১) সালতী কর্মক্ষেত্র প্রাক্তন রিপোর্টের চর্চা ৩ মাসের মূলধারে শিক্ষা হয়।
(২) কর্মক্ষেত্রে যেহেতু গাইর একাত্মক প্রয়োজন হয় যেহেতু কর্মক্ষেত্র, যেহেতু কর্মক্ষেত্রকে তাই নিয়ন্ত্রণ কর।
(৩) বৃই ভূমিতে তাই তৈরি, সালতী কর্মক্ষেত্রে অলঙ্কার প্রতিরোধ প্রদর্শন কর।
(৪) কলকাতা শিক্ষা পর্যন্ত ব্যস্ত সম্পর্কে বল।
(৫) রেকর্ডের, পর্যায়ের, সিদ্ধ, পর্যায়, লেখন, কর্মহার।
(৬) কর্মক্ষেত্র শিক্ষা (ক) সৃষ্টি (ক) কর।

গু ৮

(১) কলকাতা শিক্ষা পর্যন্ত ব্যাপক পর্যায়ের কর।
(২) কলকাতা শিক্ষা পর্যন্ত কর বিনিময় কর।
(৩) কলকাতা শিক্ষা পর্যন্ত ব্যাপক পর্যায়ের কর কর।
(৪) কলকাতা শিক্ষা পর্যন্ত কর বিনিময় কর।
(৫) পার্সিয়া শিক্ষা পর্যন্ত ব্যাপক পর্যায়ের কর ‘অ উদ্দেশ্য হয়।
(৬) পার্সিয়া শিক্ষা পর্যন্ত ব্যাপক পর্যায়ের কর ‘অ উদ্দেশ্য হয়।
বর্ণ ১

(১) এই কবিতাটির প্রথম পর্ব ২ শতকে মুখ্য সিদ্ধ।

(২) কথার বিভাগ শক্তির পর তাকা বলা হয়—
সং, সিদ্ধমাত্র, সবরাটক, অধি, মিডিয়া।

(৩) বাছো চাই সম্ভব পুলুক করা।

(ক) দীর্ঘ তাকা — সেরাটের কর, সম্ভবত কর নাই—পর।

(খ) পর তাকে কর্তৃত্ব নাই — সমান, সরোবর নাই—আমার।

(গ) নিয়ন্ত্রা যার সম কর্দন তাকে —

(৪) এক বিভাগ শক্তির পর্ব সিদ্ধ।

(৫) এক বিভাগ শক্তির কন্ঠের শব্দ সিদ্ধ।

(৬) কবিয়ে কথা সশ্রম চাক টেনে।

বর্ণ ১০

(১) এই কবিতাটির প্রথম পর্ব ২ শতকে মূখ্য সিদ্ধ।

(২) এক বিভাগ শক্তির পর তাকা বলা হয়—
মাইম, মাইম, কিমা, ক্লাই, এসমায়।

(৩) এক বিভাগ শক্তির পর্ব সিদ্ধ।

(৪) এক বিভাগ শক্তির কন্ঠের শব্দ সিদ্ধ।

(৫) এক বিভাগ শক্তির কন্ঠের পুলুক করা।

(৬) এক বিভাগ শক্তির পর্ব সুদৃশ্য, পুলুক করা।

(৭) এক বিভাগ শক্তির পর্ব সুদৃশ্য পুলুক হয়।

(৮) এক বিভাগ শক্তির পর্ব সুদৃশ্য পুলুক করে।

(৯) এক বিভাগ শক্তির পর্ব সুদৃশ্য পুলুক করে।

(১০) এক বিভাগ শক্তির পর্ব সুদৃশ্য পুলুক করে।
INSTRUCTION FOR THE TEST
(English)

Part 1

1. Fill up the following blanks. (4)
   (I) Ki—g, (ii) Bo—k, (iii) Ca—, (iv) P—n

2. Put a or an for the following gaps (2)
   (i) ---mouse (ii) --- orange

3. Put a letter in the following gaps. (4)
   (I) R—m (ii) Him—l (iii) Ra—ha (iv) Ar—n

4. Fill up the following gaps. (12)
   (i) This—— is Bimal
   (ii) That is——.
   (iii) You are Rahim, This is—— book
   (iv) Reba is Bipul’s sister, Bipul is Reba’s——
   (v) Mr. Sharma is Anil’s father, Anil is Mr. Sharma’s——
   (vi) This is—— ball, (vii) That is—— slate—— my ball.
   (vii) This is—— Elephant
   (viii) This is a Chair, It is—— a bench
   (ix) This is—— a Car, It is not a——

5. Write the following sentences as shown as ‘1’ (3)
   (1) My name is Kamal. I am Kamal.
   (2) Your name is Karim
   (3) My name is Gopal
   (4) His name is Rahim

6. Fill up the following blanks (2)
   (1) This egg is not in the box, It is——.
   (2) That spoon is not in that Jug, It is——.

Part 2

1. Select his or her from the given brackets. (3)
   (1) This is Latif, that is (his/her) bag.
   (2) That is Radha, that is (his/her) book.
   (3) This is Tanima, this is (his/her) kite.

2. Select She or He from the given brackets. (3)
   (i) (She/He) is Ram
   (ii) (She/He) is Leela

3. Select correct word from the given brackets. (3)
   (i) I_______(is/am) a teacher. (ii) You_______(is/are) a girl.
   (iii) He_______(are/is) a police man.

4. Write in or on from the given brackets. (3)
   (i) That egg is (in/on) that cup.
   (ii) Her doll is (in/on) her table.
   (iii) My Pen is (in/on) my hand.

Part 3

1. Write three sentences from the given table. (3)

<table>
<thead>
<tr>
<th>This is</th>
<th>is my</th>
<th>book</th>
</tr>
</thead>
<tbody>
<tr>
<td>That is</td>
<td>his</td>
<td>cat</td>
</tr>
</tbody>
</table>
2. Write three sentence from the given table.

<table>
<thead>
<tr>
<th>My</th>
<th>Depak</th>
</tr>
</thead>
<tbody>
<tr>
<td>His</td>
<td>Mr. Das</td>
</tr>
<tr>
<td>This</td>
<td>name is Rahim</td>
</tr>
</tbody>
</table>

3. Write three sentence from the given table.

<table>
<thead>
<tr>
<th>This is an cow</th>
<th>It is a umbrella</th>
</tr>
</thead>
<tbody>
<tr>
<td>book</td>
<td>monkey</td>
</tr>
</tbody>
</table>

4. Write three sentence from the given table.

<table>
<thead>
<tr>
<th>This is book</th>
<th>It is a car</th>
</tr>
</thead>
<tbody>
<tr>
<td>book</td>
<td>a good train</td>
</tr>
</tbody>
</table>

5. Make three sentence from the given table.

<table>
<thead>
<tr>
<th>You am a Farmer</th>
<th>I is your Post Office</th>
<th>This are my Teacher</th>
</tr>
</thead>
</table>

6. Make three sentence from the given table.

<table>
<thead>
<tr>
<th>This is my book</th>
<th>This is a Boy and</th>
<th>Girl is my ball</th>
</tr>
</thead>
<tbody>
<tr>
<td>That your ball</td>
<td>your book</td>
<td></td>
</tr>
</tbody>
</table>

7. Write three sentence from the given table.

<table>
<thead>
<tr>
<th>My Pen my bag</th>
<th>His Pencil is on your table</th>
</tr>
</thead>
</table>

8. Rearrange the following groups of word into sentence.

(i) Shirt is white a this (ii) a car this is (iii) not a is it Pony.

9. Match the given colour 'A' with 'B' Group.

(A) (B)
1. a doctor 1 teaches student
2. a teacher 2 catches thieves
3. a police man 3 treads Patients

10. Join the given sentences of column 'A' with Column 'B' by using and.

(A) (B)
1. I am a man 1. This is a Key
2. He is a doctor 2. you are girl
3. That is a lock 3. She is a nurse

Part 4

1. Translate into Assamese

(1) This is his book (2) That is your Pencil (3) This is my box (4) My name is Tapan (5) Arun is my brother (6) It is a Mohan’s cow (7) Rajen is a fat boy (8) It is not a bench (9) It is not a pony (10) That is your post office (11) I am here and you are there (12) It is in his pocket (13) It is on his head.

2. Make sentence from the following words.

Book, Pen, name, my, your, This, big, house, Garden, also, on, in.
Appendix - 2.14

Instruction for the Test -
(Hindi)

Part-1

1. Translate into Assamese (16)
   (Hindi Assamese)
   (1) 
   (2) 
   (3) 
   (4) 
   (5) 
   (6) 
   (7) 
   (8) 
   (9) 
   (10) 
   (11) 
   (12) 
   (13) 
   (14) 
   (15) 

2. Translate into Hindi (16)
   (Hindi Assamese)
   (1) 
   (2) 
   (3) 
   (4) 
   (5) 
   (6) 
   (7) 
   (8) 
   (9) 
   (10) 
   (11) 
   (12) 
   (13) 
   (14) 
   (15) 

Part- II

1. Make Sentence from the given list of words-
   (1) 
   (2) 
   (3) 
   (4) 
   (5) 
   (6) 
   (7) 
   (8) 
   (9) 
   (10) 
   (11) 
   (12) 
   (13) 
   (14) 
   (15) 
   (16) 

2. Fill up the following gaps (2)
   (1) 
   (2) 
   (3) 
   (4) 
   (5) 
   (6) 
   (7) 
   (8) 
   (9) 
   (10) 
   (11) 
   (12) 
   (13) 
   (14) 
   (15) 
   (16) 

3. Fill up the following gaps (16)
   (Hindi Assamese)
   (1) 
   (2) 
   (3) 
   (4) 
   (5) 
   (6) 
   (7) 
   (8) 
   (9) 
   (10) 
   (11) 
   (12) 
   (13) 
   (14) 
   (15) 
   (16) 

Appendix - 2.14

Instruction for the Test -
(Hindi)

Part-1

1. Translate into Assamese (16)
   (Hindi Assamese)
   (1) 
   (2) 
   (3) 
   (4) 
   (5) 
   (6) 
   (7) 
   (8) 
   (9) 
   (10) 
   (11) 
   (12) 
   (13) 
   (14) 
   (15) 

2. Translate into Hindi (16)
   (Hindi Assamese)
   (1) 
   (2) 
   (3) 
   (4) 
   (5) 
   (6) 
   (7) 
   (8) 
   (9) 
   (10) 
   (11) 
   (12) 
   (13) 
   (14) 
   (15) 
   (16) 

Part- II

1. Make Sentence from the given list of words-
   (1) 
   (2) 
   (3) 
   (4) 
   (5) 
   (6) 
   (7) 
   (8) 
   (9) 
   (10) 
   (11) 
   (12) 
   (13) 
   (14) 
   (15) 
   (16) 

2. Fill up the following gaps (2)
   (1) 
   (2) 
   (3) 
   (4) 
   (5) 
   (6) 
   (7) 
   (8) 
   (9) 
   (10) 
   (11) 
   (12) 
   (13) 
   (14) 
   (15) 
   (16) 

3. Fill up the following gaps (16)
   (Hindi Assamese)
   (1) 
   (2) 
   (3) 
   (4) 
   (5) 
   (6) 
   (7) 
   (8) 
   (9) 
   (10) 
   (11) 
   (12) 
   (13) 
   (14) 
   (15) 
   (16)
4. Write the following sentence correctly. (6)

(जन्म रचना/ताल कथित लिखा)

(1) कारो वह है।
(2) खड़ा पा पेन है।
(3) पसल पा पेन है।
(4) रा जाए इस पुरुष।

5. Write the correct word from the following brackets. (14)

(वाक्य कीर्तिप्रबंधन पता गलत शब्द लिखा)

(1) एम (लक्जा / लक्जी) है।
(2) पेन पा (लक्जा / कड़ी) है।
(3) कटीय (लक्जा / लक्जी) है।
(4) में पपु हो (है)।
(5) क्षम अंजु (वही / पढ़े) है?
(6) कनक और अंजु (पाई / बढ़े) है।
(7) एम पढ़ (पढ़ती / पढ़ता) है।
(8) बेले लक्जे पुलक (पढ़ती / पढ़ते) है।
(9) पुलक में पा पा (पढ़े / रखो)।
(10) अपनी जान पा (आए / बैठे)।
(11) वे सवा (कहते / कहता) है?
(13) वे तालाब से पानी (लाने / साली) है।

Part- III

1. Write Five combine letters. (5)
(पाँच संयोजित लिखा)

2. Add the following letters into words (5)
(वर्णों का समावेश वाक्य करिब शब्द बनाया)

3. Write the symbol of the following vowels like- आ। (5)
(व्याकरण लिखा तत्त्वक कब्जा करिब लिखा, तत्त्व- आ।)

4. Write the lesson आए गिनती को पाठेक्रम तत्त्वक पढ़ा आठवां सी दूसरा संयोजक)
Appendix - 2 - I

Instruction for the Test :-(Assamese)

Part- I

I. Make sentence from the following words-(14)

2. Write the meaning of the following words-(10)

3. Write the opposite word of following list of words-(6)

4. Write the name of three birds like Tipsi Bird. (3)

5. Who is the Poet of the Poem (1)

6. Write the name of the writer of the lesson (1)

7. Fill up the following gaps (10)

Part- II

1. Write ten lines from the beginning of the poem (10)

2. Write eight lines from the beginning of the poem by heart (8)

3. Write summery of the lesson (10)

4. Write short life story about M.K Gandhi. (5)

5. Write short life story about Lakhminath Bejbaruah. (5)

6. What was the relation between Tipsi Bird and Dora Kaowri ? (2)

7. What was the response of sea, when the crow wanted some water from her ? (3)

8. What was the Baffelo’s response, when the crow wanted his horns ? (2)

9. What was the cow’s response, when the crow wanted milk from her ? (2)

✓
Part- III

1. What is vowel? (2)

2. What is consonent? (2)

3. What is combine letter? (2)

4. What is ( ) ? (2)

5. Make ( ) from the following words. (2)

6. Make words from the following list of letters. (2)

7. Add the following list of letters in to combine letters. (2)
## Appendix-2.J

**Discrimination Power and Difficulty Values (English)**

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## Appendix-2.K

### Discrimination Power and Difficulty Values (Hindi)

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### Appendix-2.L

**Discrimination Power and Difficulty Values (Assamese)**

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# Coopersmith Inventory

**Stanley Coopersmith Ph.D.**

University of California at Davis.

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# Coppersmith Inventory

## School Form

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### Coppersmith Inventory *School Form*

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