

ENGLISH LANGUAGE TEACHING

FIRST YEAR

**Source Book for
The Diploma in Teacher Education**

Untouchability is a Sin

Untouchability is a Crime

Untouchability is Inhuman



**TAMILNADU
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Foreword

“**KNOWLEDGE** is that which is acquired through personal experiences”

- Thiruvalluvar

The paramount duty of schools is to provide quality education through a curriculum framework. Quality education is comprised of dimensions like enriching the innate potential of learners, inculcation of self-discipline, enabling the students to assimilate the best learning experiences in every subject and creating interest in learning among students.

Curriculum is revised from time to time based on the changing needs of learners and their environment. NCERT, New Delhi has designed National Curriculum Frame Work 2005 (NCF 2005) bearing in mind the contextual and professional needs of all the stake holders of education.

The following five cardinal principles of NCF 2005 have been assimilated into teacher education curriculum and in the source books of Elementary Teacher Education which are to be introduced in 2008-2009.

- ★ Connecting knowledge to life outside the school
- ★ Ensuring that learning shifts away from rote methods
- ★ Enriching the curriculum so that it goes beyond textbooks
- ★ Making Examinations more flexible and integrating them with classroom life.
- ★ Nurturing an overriding identity informed by caring concerns within the democratic polity of the country.

The curriculum developed by DTERT is likely to develop the following skills in student-teachers of Elementary Teacher Education.

- ★ The ability to seek knowledge continuously
- ★ Skill of applying acquired knowledge to various situation
- ★ Skill to realize the inner potential and live in harmony with others accordingly and learn to live in coordination with the members of the society
- ★ Mastery of learning in all the subjects
- ★ Skill for doing constructive activities

- ★ The proficiency of student-teachers in innovations, doing Research and the ability to think teleologically

The curriculum has the following objectives:

- ★ To enhance the professionalism of student-teachers and develop their holistic personality
- ★ To nurture values such as national integration, milk of human kindness and moral values
- ★ To give importance to Adolescence Education, Health Education, Life Skills Education, Environmental Education, Road Safety and Peace Education.

To facilitate the realization of the above objectives, eight subjects and nine practicums have been prepared by a team of authors for the two year Diploma in Teacher Education Course. They are viz.

1st Year	2nd Year
Learning Child	Indian Education System
Facilitating and Enhancing Learning	Facilitating and Enhancing Learning
Teaching of Tamil Language	Teaching of Tamil Language
Teaching of Malayalam	Teaching of Malayalam
Teaching of Telugu	Teaching of Telugu
Teaching of Urdu	Teaching of Urdu
Early Childhood care and Education	Early Childhood care and Education
Teaching of English	Teaching of English
Teaching of Mathematics	Teaching of Mathematics
Teaching of Science	Teaching of Science
Teaching of Social Science	Teaching of Social Science

DTE Practicum

1 st Year	2 nd Year
Child Observation and case studies	Projects
School Visits	Art Education and Work Experience
Story Telling	Computer Education
Physical Education, health Education, Yoga	Physical Education, health Education, Yoga
Self Development Workshop	Self Development Workshop
Teaching of Learning Materials	Teaching of Learning Materials

Learned and eminent scholars like Dr. P.S. Balasubramaniam, Former HOD, Department of Education, University of Madras, Dr. Swaminathapillai, Former Director, Distance Education, Bharathiyar University, Dr. S. Lakshmi, Former Vice-Chancellor, Mother Theresa Women's University. Thiru. V. Ganapathy, Former Professor, IASE, Chennai. Mrs. G. Pangajam, Vice – Chancellor, Gandhigram Rural University, Dindigul. Dr. Subbammal, Former Vice –Chancellor, Vinayaga Mission University, Pondicherry. Dr. Kumaran, Prof & Head, Department of Education, University of Madras and Dr.S. Krishnamoorthy, Annamalai University, Chidambaram have studied different books published by scholars and given simplified instructions to the team for producing quality source books.

Each source book has Educationists from Universities, DTERT, IASE, Colleges of Teacher Education as authors and reviewers. Prominent educationists have reviewed the source books and refined the books. Regional coordinators have also contributed to the quality of the book. Besides, Dr.C.K.Lilly from Kerala University. S. Syed Sajith, HOD, Department of Urdu, University of Madras. Mrs. Lalitha, Academic Consultant of Adarsh Educational Institutes, Chennai and K. Narayana Pillai, Former AEEEO have served the team as Chairpersons of Minority Language Subject Source Books.

Substantial contribution has been provided by A.M.Murthy, Former Senate Member of Alagappa University, Karaikudi. Sumitra A. Gowthama, Educationist from 'The School' and Educational NGOs such as Amuktha Mahapatra, Balaji Sampath from AID India pvt limited, Thiru. T.N. Arulanandan, Vedanthri Maharisha Association Member, Assistant professor and T. Parasaraman, Institute of Culture and Languages, Pondicherry.

There is a paradigm shift from teaching to self-learning through Activity Based Learning strategy. These new source books have been designed with self-learning through Activity Based Learning Strategy. These new source books have been designed with self-learning activities enabling student teachers to master various concepts and skills. The sourcebooks shall guide student teachers to explore library resources to reinforce their teaching strategies to ensure maximum learning among children to improve their skills of observation, classroom management, content knowledge, skill to use TLM and TLE appropriately, Leadership traits and Knowledge of Child Psychology.

Source books are not text books. They are simply guides which show where resources are available for reference and learning. From the identified resources learning needs are to be expanded. The duties of the teacher educators are to learn, understand, analyse, consolidate and evaluate. The duties of the student teachers are to assimilate teaching ideas and learn well to become reflective practitioners.

I commend all the educationists and teacher educators involved in the process of preparing the source book and also congratulate the prospective student teachers who are likely to be benefited from the Diploma in Teacher Education Source books.

DIRECTOR
Directorate of Teacher Education,
Research and Training, Chennai - 600 006

A note to the teacher educators

The DTE source books have a paradigm shift in the treatment of all the subjects. They are learner-centric. In each unit there are suggested activities leading to the lesson that will provide opportunities for exploration during the lesson and further enquiry and expansion of concepts being learnt. Learning has been designed in such a way that student-teachers construct knowledge based on their prior experiences and in close interaction with peers and teacher-educators.

Student-teachers and learners at the primary level cannot sustain their interest in learning if they are unable to connect what they learn in school to what they have already learnt before coming to the Teacher Training Institute or school respectively. So, the activities have been designed by the authors to enable the student-teachers to become not mere transmitters of knowledge but reflective practitioners. In an unprecedented manner, reflective logs have also been introduced to give a wide scope for the student-teachers to record their impressions during internship. The logs shall help teacher-trainees try wearing a professorial garb in teaching.

The new source books are replete with questions challenging the skills, understanding and application. Knowledge-based questions have been reduced to the minimum. This discourages rote learning to a great extent. Teacher educators have the liberty to exploit the resources listed as references in each unit to enhance understanding in the student-teachers and they should refrain from using source books as textbooks. Even the methods explained are not prescriptive and teacher-educators are encouraged to explore further innovative ways of teaching lessons. Learning is experiential and activity based in all the source books.

The Sourcebooks do not, as a rule, prescribe any teaching method as the best but have laid out various methods for trying out and selecting the appropriate ones with a lot of scope for exploration and innovation. The blue-print and model paper will help teacher-educators really evaluate how and to what extent the student-teachers have developed knowledge, skills and application abilities required of facilitators in students' learning.

In the present context, teacher - educator shall facilitate student-teachers to observe and create a profile of students they are going to teach in their internship. There shall be greater understanding of the needs and concerns of fellow student-teachers. There will be teaching practice classes all the year round giving a wide scope for collaborative learning and peer correction. Each of those classes will also be reflected upon by the individual and the class as a whole.

English Language Teaching - DTE I Year

Syllabus

Introduction :

English has become an integral part of India .After the advent of Globalization of economy, the parental demand for English has sky rocketed. Teachers are expected to train students not only in numbers and letters but also in soft skills that would increase their employability lately when they enter the employment market. English reaches children through various ways other than the teacher. Their acquaintance with English needs to be kept as a base and the teacher has to build on it.

We all know that **an interested teacher alone can make the classes interesting**. So it is necessary to instill enthusiasm and develop the **right attitude** among the teacher trainees in teaching English.

From this perspective, the syllabus for English Language Teaching has been framed with the following objectives:

Objectives :

To equip the trainees with the necessary skills

1. to Listen, Speak, Read and Write effectively.
2. to increase their vocabulary
3. to strengthen the knowledge of English Grammar and application skills.
4. to adopt effective Teaching-Learning strategies.
5. to organize language activities and games in the classroom.
6. to make children communicate in English
7. to teach various areas like Prose, Poem, Composition, Supplementary Readers.
8. to develop their capacity to use different evaluation techniques and prepare question papers.
9. to conduct workshops, undertake Action Research and simple projects.
10. to use Newspapers in teaching English.
11. to design and prepare Teaching Learning Materials, Self Learning Materials and use multimedia technology for teaching English.

Part – A Content

(a) Practical Language skills

1. Interpretation of non-verbal data
2. Filling up different kinds of forms.

3. Different types of greetings.
4. Drafting telegrams / SMS.
5. Developing topic sentences into paragraphs.
6. Expansion of an outline into a cohesive text.
7. Writing formal letters relating to school contexts.
8. Note-making; Note-taking.
9. Report writing.
10. Reading comprehension.

b) Grammar and Usage

1. Nouns, verbs, adjectives, adverbs
2. Types of sentences – Recognition and usage.
3. Sentence patterns.
4. Using Articles.
5. Using Prepositions.
6. Modals and their usage.
7. Making use of appropriate tense forms.
8. Degrees of comparison.
9. Direct and Reported speech.

Part – B Methodology

Theory	Practical
<p>Unit-I: Objectives of Learning English:</p> <p>(i) Need for Learning English</p> <p>(ii) General and Specific Objectives of Learning English</p> <p>Socio psychological factors in learning English</p>	<p>Interviewing peer group to find out the problems encountered while learning English.</p>
<p>Unit – II : Oral skills</p> <p>(i) Classroom English</p> <p>(ii) Telling Stories</p> <p>(iii) Creating Situations for dialogue</p> <p>(iv) Language games - language activities.</p>	<p>Practising the oral skills in pair and small group situation</p> <p>Using Audio Cassettes – Recording</p> <p>Playing- aim at self corrections</p> <p>Narrating stories with proper voice,</p>

<p>(v) Use of language in social gatherings (vi) Conducting interviews (vii) Telephonic conversation</p>	<p>modulations. Compeering programmes Presentation of views Short speeches on topics of day to day relevance for gaining fluency / confidence.</p>
<p>Unit – III : Listening and Speaking Listening and speaking skills- Listening Tasks – English speech sounds- vowels, diphthongs and consonants – stress and intonation patterns - Developing communication skills through specific tasks - Individual, pair and Group work</p>	<p>Designing and taking up listening tests. Using audio visual aids for trainees. Practice (i) Story telling and preparation of masks, puppets. (ii) Describing pictures and people (iii) Describing events. (iv) Describing processes/Experiences. (v) Reporting. (vi) Role - play and Dramatization of skit. (vii) Asking questions. (viii) Conducting quiz programmes.</p>
<p>Unit – IV : Methods and Approaches of Teaching English</p> <p>(i) Language Acquisition Distinguish between acquisition and Learning</p> <p>(ii) Methods</p> <p>(a) Grammar Translation (b) Direct method (c) Bilingual Method (d) S-O-S approach</p> <p>(iii) Latest trends – Communicative approach.ABL – Activity Based Learning ALM- Active Learning Methodology</p> <p>Practice of the methods by trainees in appropriate contents. Practice by trainees Preparation of learning cards and supportive materials.</p>	

<p>Unit – V : Teaching Vocabulary</p> <p>(i) Active and Passive vocabulary (ii) Selecting and grading (iii) Techniques to introduce a word (iv) Vocabulary expansion – class room devices and exercises (v) Teaching spelling (vi) Difficulties and remedies in learning spelling. (vii) Spelling games</p>	<p>Demonstration followed by peer teaching Preparation of a dictionary for each English Reader from I to V</p>
<p>Unit – VI : Teaching of Prose</p> <p>(i) Prose – intensive reading (ii) Aims of teaching prose (iii) The steps involved in teaching prose (iv) Planning a prose lesson – model (v) Active Learning Methodology (ALM) for prose lessons (vi) Extensive reading (vii) Steps in teaching supplementary reader (viii) Teaching of Continuous writing</p>	<p>Trainees practise peer teaching Reading of non-textual passages.</p>
<p>Unit – VII : Teaching of Poetry</p> <p>(i) Aims of teaching poem / Rhyme</p>	<p>Demonstration and peer teaching</p>

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PART - A CONTENT

a. PRACTICAL LANGUAGE SKILLS

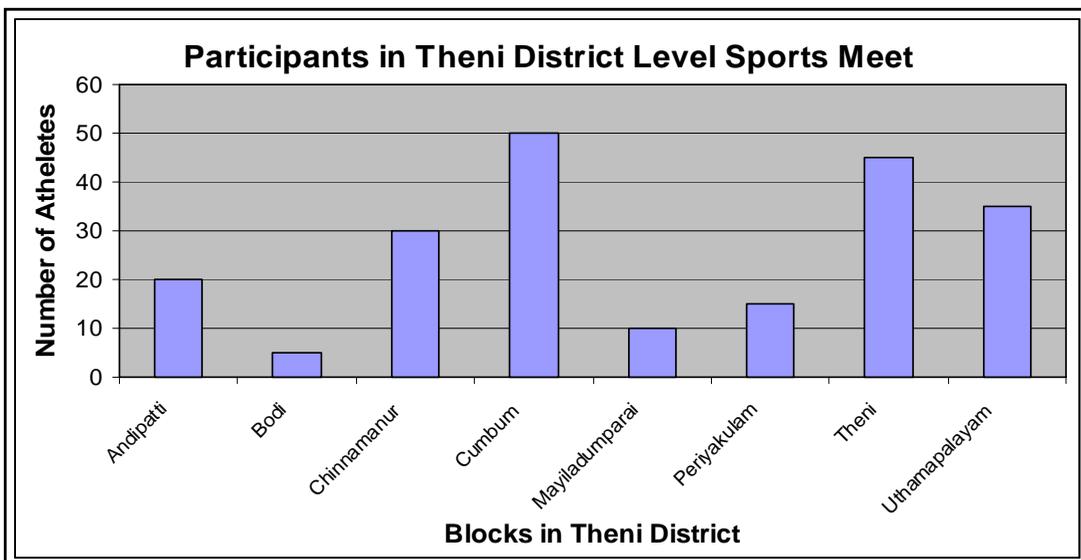
This section is designed to help you to develop different skills in English. You'll find exercises and activities under each sub-heading that concentrate on different skills, helping you to revise and consolidate what you already know, and to develop and extend your knowledge of English further.

I. INTERPRETATION OF NON-VERBAL DATA

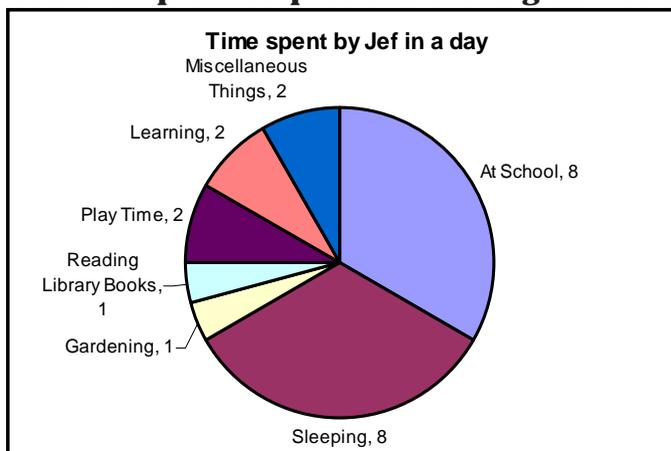
a. 1. Graphs, tables and charts (Non-Verbal Presentations) make the presentation not only simple and brief but attractive as well. They enable the readers have a holistic idea of data which take a lot of time to understand or interpret.

Look at the following chart :

215 athletes participated in Theni District Level Sports Meet – 20 athletes from Andipatti block, 5 from Bodi block, 30 from Chinnamanur, 50 from Cumbum, 10 from Mayiladumparai, 15 from Periyakulam, 45 from Theni and 35 from Uthamapalayam. These details can be represented in a neat way through a bar diagram as shown below :



Using the above example interpret the chart given below.



Numbers refer to hours.

2. Make a Pie Chart of time spent by you in a day and give it to your partner for interpretation.

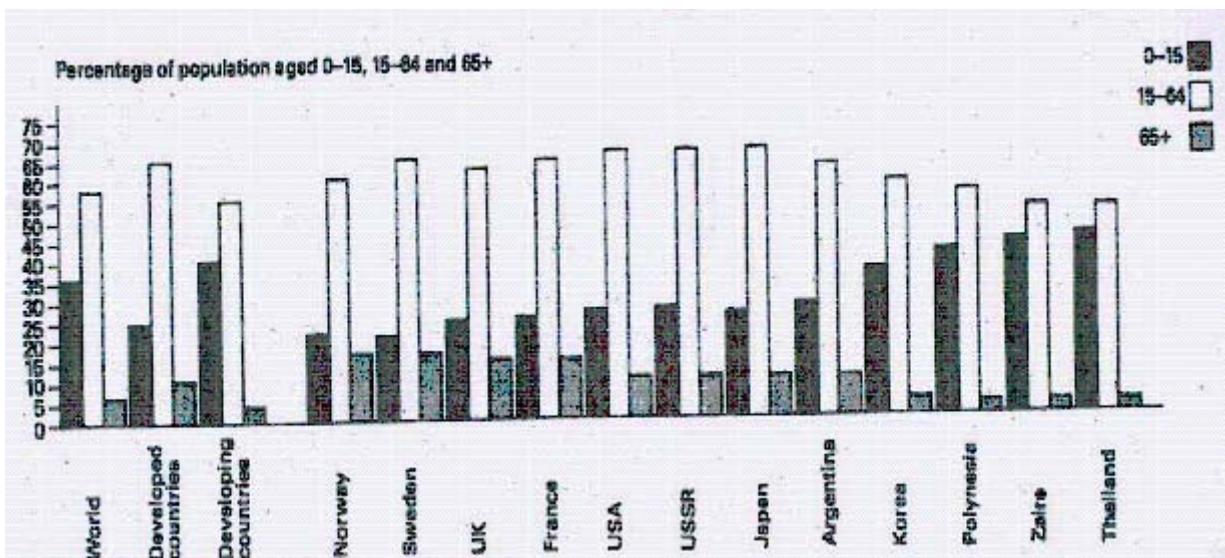
3. Here is a simple table of Annual or Term Fee particulars from a Matriculation School. Interpret it to your partner.

P.K.G.	I	II	III to V	VI to VIII	IX	X
Rs. 1100	Rs. 1580	Rs. 1780	Rs. 1840	Rs. 2300	Rs. 2800	Rs. 2600

4. The chart shows the distribution of population of different ages in different parts of the world. Divide yourselves into many pairs. Discuss these questions with your partner.

- ✓ Why do you think these particular age groups have been chosen?
- ✓ Where would you 'choose to be born' if you wanted to live a long life?

Join another pair and find out what they have discovered. Share your ideas and information with them.



II. FILLING UP DIFFERENT KINDS OF FORMS

Forms are formal procedures for entering into any remarkable activity in life. We shall try to fill in a few forms.

1. You are from a village and you wish to join in a students' hostel and continue your studies. Fill in the prescribed application

KARUNYA STUDENTS' HOSTEL
26, KUMILY ROAD, THENI.

Please complete the following details in BLOCK LETTERS and return to the address above.

1. Name of the Applicant :
2. Male / Female :
3. Age :
4. Name of Father :
5. Address and Phone :
- Number with STD Code :
-Ph No.....
6. Purpose of Joining :
7. Name of Visitor for weekends :
-
- (i) Relationship :
- (ii) Occupation :
- (iii) Address with Phone No. :
-
-Ph No.....

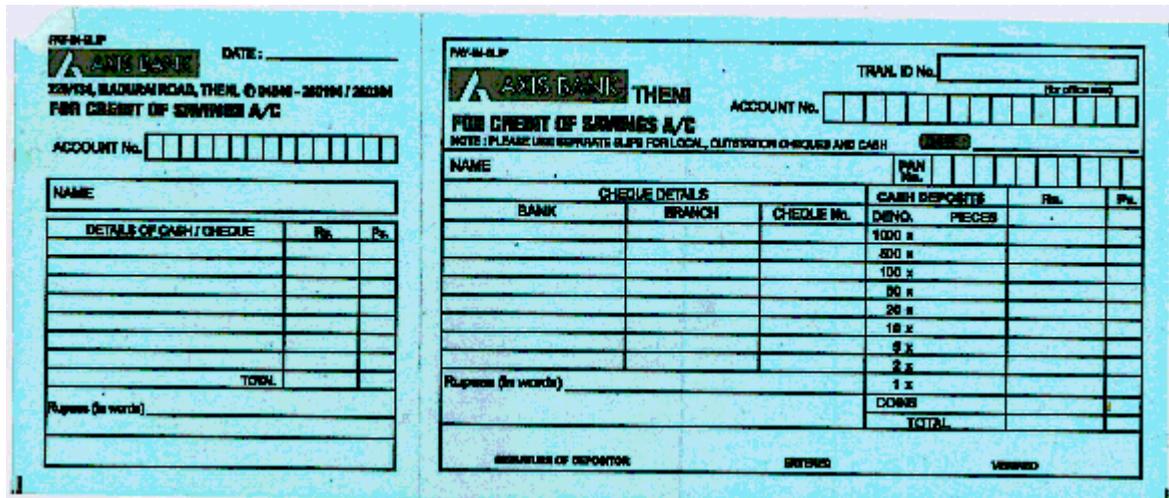
Signature of the Local Guardian

Signature of the Applicant

2. Fill in the forms given below and clarify your doubts.

The image shows two forms from Canara Bank. The left form is a deposit slip, and the right form is a withdrawal slip. Both forms have fields for account number, date, amount, and signature. The withdrawal slip also includes a table for recording transactions.

क्र. सं.	दिनांक	रकम / Amount
1000		
500		
100		
50		
20		
10		
5		
2		
1		
कुल / Total		



- Collect different types of forms such as Money Order form, Railway Reservation form, Membership form, Scholarship Application form, Application for job. etc. Fill in those forms and make a file of it.

III. DIFFERENT TYPES OF GREETINGS :

Human communication begins with greetings.

<i>VERBAL</i>	<i>NON VERBAL</i>
Hai	
Hi	
Hello	
Glad to meet you	
How nice to see you !	
How do you do ?	
How are you ?	
How's life ?	
Good Morning / afternoon / evening	
Good day	
	Smile
	Waving hands
	Shaking hands
	Hugging

1. Pick out the right greetings for the following occasions :

- When you meet your close friend -
- When you meet your Teacher / Superior -
- When you meet somebody in the afternoon -
- When you meet somebody in the afternoon after a long gap -
- When you meet somebody at night -
- When you depart from somebody at night -

2. When/with whom will you practice the following. Put the numbers against each item.

- Hug - 1.2
- Shake hands
- Wave hands
- Smile

1. Children
2. Close friends / relatives
3. At a distance
4. Newly acquainted person
5. Superiors
6. Colleagues
7. Unknown Person

3. Greetings are exchanged during festivals and anniversaries.

Fix the occasion for the following greetings.

- Happy Diwali - Diwali
- Happy Pongal -
- Happy New Year -
- Merry Christmas -
- Id Mubarak -
- Happy Birthday -
- Happy Anniversary -
- Many Many Happy Returns of the day -

4. Greeting is also a message of good wish to somebody's health, happiness, etc. Here are a few greetings that we use commonly.

- Have a good day !
- Nice day to you
- Wish you a successful day
- Joyful trip to you
- A happy journey to you
- God bless you
- Safe journey to you
- Let the blessings of God be with you
- Showers of blessings on you
- All the best
- Best of luck
- Good luck
- Come out with flying colours
- Wish you a speedy recovery
- When and to whom will you use the above mentioned wishes?

5. Collect and write 10 greetings to suit different situations.

6. Discuss and answer

- (a) What is the most widely used greeting term over the telephone?
- (b) Why shouldn't we say "Good Night" when we meet somebody at night?
- (c) Why do we say "Good Morning" irrespective of the time when we meet somebody after a long gap?

IV. DRAFTING TELEGRAMS / SMS

Telegram is a means of communication that can be delivered within a short span of time. Even though the telephone tries to fit into the place of Telegram, it can't be denied that telegram is a record.

Imagine you are staying in a hostel. You wish to join the Tour team. You need money urgently. So you are sending a telegram to your father.

SEND RS. 2000/- BY M.O. SCHOOL TOUR NEXT WEEK

Only limited and important words are used and not full sentences.

NOW YOU CAN TRY :

1. Your uncle Mr. Giri is admitted in Appollo Hospital, Chennai, because of a heart attack. As he is seriously ill with no hope of reviving the doctor asks you to inform your relatives. Prepare a telegram.

2. A Government servant whose native place is 200 Kms away from her working spot, goes home for the holidays. Unfortunately she falls ill . She has to request her office for 2 days of casual leave. Help her do so.

3. You are trying to get a bank loan for your friend in a distant place. It is confirmed that your friend can be given Rs. 1,00,000/- from the bank. Prepare a telegram to inform him of the matter.

4. Imagine a situation and write a suitable telegram too.

DRAFTING SMS

Short Message Service is a communications protocol allowing the interchange of short text messages between mobile telephone users.

In modern times, SMS has replaced the usage of greeting cards. Often we send SMS to communicate our ideas to our near and dear ones. There are pre-designed templates for different occasions. Using such templates saves time.

Happy New Year

Happy Pongal, dear friend

Hai, how R U ?

Wel n gud

Thank U

Rn't U wel ?

Have you noticed how words are shortened? Analyse how the SMS texts differ from Telegrams.

1. A few contexts are given here. Prepare SMS/ text messages.

1. During Birthdays :
2. Desirous to know where is your friend? :
3. Instructing your friend :
4. Requesting to come :

2. Match the boxes

SMS Message	Moods reflected
Pls forgiv me	Expressing concern
y dint u call ?	Feeling sorry
1 hr more. R u redi ?	Gratitude
Got it. Thank U	Angry for not calling

Note :

SMS is a system of providing the quickest means of communication in a brief a manner It therefore employs brevity of words through representation or sounds. It is for this reason that SMS words are numbers and letters or alphabets accordingly.

e.g., How are you - how are u?

You are too good to be true - U' r 2 gud 2 b true.

3. Write a few SMS/text messages you have received from your friend.

V. DEVELOPING TOPIC SENTENCES INTO PARAGRAPHS

(a) Read the following paragraph :

Standard procedures for treatment of heart related diseases are expensive. A private hospital, despite having good intentions, will expect the patient to pay, Rs. 30,000 for a week's stay. If we add the cost of investigations and the cost of injections, saline bottles, medicines and other medical necessities, the total will be close to Rs. 1,60,000/-

The underlined sentence is the topic sentence - "the main idea of the paragraph". It is generally found at the beginning of a paragraph but not always.

The other sentences in the paragraph give "supporting details" to the topic sentence. The supporting sentences can be examples, details, facts, reasons or incidents.

Go through the following paragraph and underline the topic sentence.

A dog can be taught many tricks to obtain rewards of food and praise. In order to make the final stages of training, work best, the trainer must withhold the reward till the animal has successfully performed the entire behaviour, it has learned. Instead, if the trainer were to continue to reward the initial lying down behaviour, the animal simply would repeat that behaviour over and over to get food and affection.

Have you underlined the topic sentence?

(b) Here is a topic sentence, followed by pairs of sentences. Choose the appropriate one from each pair to make supporting sentences.

The first one is done for you.

1. **Topic Sentence** : Humans are surrounded by a thousand enemies threatening their health, and thereby their happiness.
- A. (i) The World Health Organization looks after the health of the people of the world.
- (ii) Some of these enemies are so small that they cannot be seen with the naked eye.
- B. (i) Now a days there are electron microscopes which magnify objects a million fold.
- (ii) But the size of the enemy is no clue to the extent of the harm it can cause.
- C. (i) In fact, the greatest of our enemies are the viruses and bacteria, infinitely small creatures that cause and spread some of the deadliest diseases.
- (ii) Microbiology is the scientific study of micro organisms.

Now you can try the second one.

2. **Topic Sentence** : People who want to climb mountains face many difficulties.
- A. (i) At great heights the mountaineer will find it hard to breathe.
- (ii) They will find it difficult to get food since there are no hotels at such heights.
- B. (i) Therefore, they carry their own supply of oxygen in cylinders.
- (ii) The boiling point of water is reduced at great heights.
- C. (i) The cylinder is very difficult to carry.
- (ii) Liquid oxygen is compressed into these cylinders and then allowed to come out as gas.
- D. (i) There are other difficulties such as unpredictable weather and treacherous surfaces.
- (ii) Therefore mountaineers engage porters to carry their luggage.
- E. (i) Irvine and Mallory lost their lives attempting to scale Mount Everest.
- (ii) So we cannot but admire the spirit that drives them to brave the unknown.

(c) Here is a topic sentence :

“My puppet looks like Snow White”

It is being developed into a paragraph by adding supporting sentences to it.

“My puppet looks like Snow White. She has brown buttons for eyes. Her hair is made from black wool. She wears a dress made from red cloth. Her dress feels very soft”.

This paragraph describes a puppet.

Imagine that you have got a new puppy. Write a paragraph describing your puppy.

Topic Sentence : “I have a new puppy named Lucky”

Make use of the word bank.

I have a new puppy named lucky.

Word Bank

black, white, brown, floppy,
tail, paws, coat, soft, small

(d) Write a paragraph using this topic sentence.

Swimming is good for health.

VI. EXPANSION OF AN OUTLINE INTO A COHESIVE TEXT

Here is a simple outline that is developed into a cohesive paragraph.

Outline :

A Stranded man in woods.

The hurdles he encounters.

Paragraph :

A man who was stranded in the woods, was chased by an enraged elephant. He couldn't cross the stream due to a crocodile waiting to devour him. On climbing the tree on the river bank, he came across a python, threatening to entwine him. At that juncture, the honey dripping from a bee-hive overhead sweetened his mouth.

(The cohesive devices are underlined.)

Cohesive devices are connectives, pronouns and the definite article which make the paragraph / text clear.

1. Now recall your visit to a seashore.

Develop the given outline into a cohesive text.

Outline :

Date, time and place of your visit

Your companions

Weather condition

Beauty of the waves

Fishermen's boats

Live scene on the shore

Your feelings

Departure

2. Here is an advertisement. Go through it.

WHAT WILL YOU LIVE ON WHEN YOU RETIRE?

Plan now to enjoy your retirement ...

Properly planned, retirement should give you some of the best years of your life - with money to spend and the leisure to enjoy it. The Personal Pension Plan, from National Mutual Life, will give you just that.

With your own Personal Pension Plan you can retire with a pension for life, a substantial capital sum, and the opportunity to turn your dreams into reality !

It's your future. The sooner you start, the greater your pension. The later you leave it, the more you will have to pay for a similar benefit.

Work in groups. discuss the outline given and develop it into a cohesive text.

Outline :

Your response to this advertisement.

Life of retired people in your State.

Life of retired people in other States / Countries.

How to improve the conditions for older people.

3. Look at this outline that suits any function in your Institution.

Outline :

Date and time of the function

Purpose

Chief Guest - Inauguration

Programmes

General opinion

Expand this outline into a cohesive text and describe the function.

VII. WRITING FORMAL LETTERS RELATING TO SCHOOL CONTEXTS.

Letter writing is an activity which demands care and caution. A letter not only communicates what you want but also conveys to the reader your image, attitude and beliefs. A well-written letter can get whatever response you expect from the reader.

(a) Write a leave letter to your class teacher. Alternative words are given to help you write a different letter.

Date:

From

To

Respected Sir/Madam,

My sister's/brother's/uncle's wedding falls on __/__/____ at Madurai/Trichy. Kindly grant me one/two days leave to attend the wedding.

Thanking You,

Yours obediently/lovingly,

(b) Choose from the word bank and write a letter to your HM, apologising for being late.

Date:

From

To

Word Bank

1. prayer hall, auditorium, campus
2. morning, afternoon, evening
3. moped, cycle, car
4. workshop, cycle shop
5. one, two, three
6. sweets, water, flowers
7. obediently, lovingly, faithfully

Respected Sir/Madam,

I was given the duty of bringing flowers to decorate the _____ and to be fastened into the flag. I collected sufficient flowers of different varieties early in the _____. Unfortunately, my _____ had a flat tyre. I had to wheel it to the _____ and set it right. I took _____ hours to repair the damage. I really apologise that I couldn't bring the _____ in time.

Yours _____ ,

(c) The following sentences form the body of two different letters. One is from a student to the Headmaster for Scholarship and other is from a parent to the Headmaster for Transfer Certificate. Write the two letters, selecting and arranging the parts that belong to each letter.

1. I have been transferred to Cumbum.
2. I am a student belonging to a poor family.
3. I propose to take my family along with me.
4. My father is a farm labourer.
5. My daughter Jonshia is a student of Std VI 'C' section in your school.
6. My father finds it very difficult to pay my school fees and other expenses.
7. Please grant her a Transfer Certificate and a Conduct Certificate.
8. Kindly award me a scholarship to continue my studies.

Format

Date:

Sender's Address

Receiver's Address

Salutation

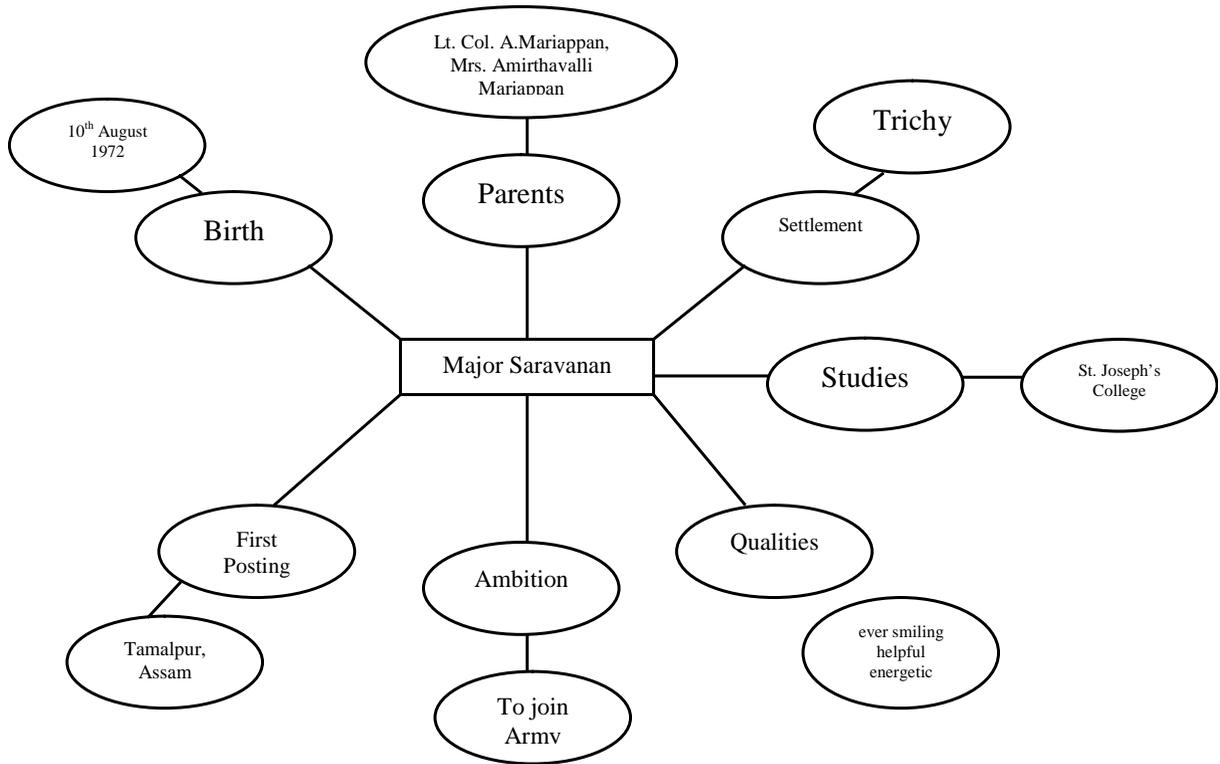
Body of the Letter

Complimentary close

Signature

VIII. NOTE MAKING

(a) LOOK AT THE DIFFERENT STYLES OF NOTES



(b)

Major Saravanan

Birth

Parents

Settle-
ment

Studies

10th
August
1972

Lt. Col.
A.Mariap
pan, Mrs.
Amirthav
alli

Trichy

St.
Joseph's
College

(c) Major Saravanan

Birth : 10th August 1972
Parents : Lt. Col. A.Mariappan,
Mrs. Amirthavalli Mariappan
Settlement : Trichy
Studies : St. Joseph's College
Qualities : ever-smiling, helpful, energetic
Ambition : To join army
First posting : Tamalpur, Assam

These are three different types of notes made out of the following paragraph from Std. VII English Reader. Page number 78.

“Saravanan was born on 10th August 1972, to an army officer Lt. Col. A.Mariappan and Mrs. Amirthavalli Mariappan. His father died in a road accident and the family settled in Trichy. Saravanan had to shoulder the family responsibility at a very young age. He studied in St. Joseph's college and was the chairman of the college union. According to the Principal, he was an ever smiling, helpful and energetic chairman. Joining the army was his ambition. Therefore, he joined the Officer's Training Academy (OTA), in 1994. He passed out in 1995. His first posting was in Tamalpur, Assam.

We make notes to record the important points of a text for future reference. In note making, we identify the main points, condense the information and organise it in a systematic way.

- Read the passage / content.
- Underline the key items.
- Condense the information by using numbers.
- Organise the condensed information in a suitable form.

i. Here is a text from HINDU to make notes on and discuss in groups.

MADURAI
THE HINDU • MONDAY, JUNE 11, 2007

Pamban bridge to join elite club?

Railway officials to seek World Heritage Site status

C. Jaishankar

RAMANATHAPURAM The Pamban Railway Bridge, the longest and oldest railway bridge across the Palk Straits, may soon join the list of World Heritage Sites along with the Victoria Mountain Railway (NZ) and the Darul-Ul-Malayan Railway (DMR), as Railway officials have started collecting data for approaching the United Nations Educational, Scientific and Cultural Organisation to get the special status.

The UNESCO declared the NMR and the DMRL World Heritage Site in 2005 and 1999 respectively.

Built in 1913

The Pamban Railway Bridge, which connects the mainland with the Rameswaram Island, was constructed in 1913. The 82-year-old bridge is one of the major attractions for tourists visiting from all over the country. It is 2.04 km long and has 140 spans. The bridge was constructed at a time when technology was primitive.

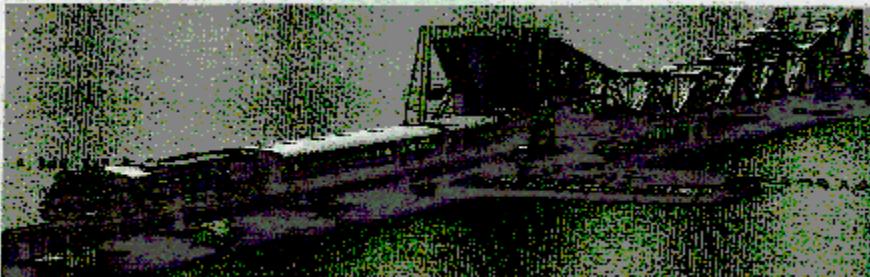
According to the railway records, the stones used for the bridge were brought by rail from a quarry 270 km away and sand from 110 km away. The viaduct was built in just 18 months. Nearly 5,000 tonnes of cement, 10,000 cft of crushed metal, 2,000 tonnes of steel and 80,000 cft of boulders were used for constructing the bridge.

The impressive part is undoubtedly the star attraction of the bridge. It is named after Scherzer, who designed and executed it. It opens whenever ships want to pass the bridge. The Railway officials are of the view that it deserves the status of World Heritage Site.

J.P. Babu, Chairman, Railway Board, who inspected the bridge a few days ago, told *The Hindu* that he had discussed the issue with officials. “We need to check whether this bridge is the only one of its kind in the railway system in the world,” he said.

It is not that the bridge escaped nature's fury. But it had withstood the 1944 cyclone that ravaged Dhanushkodi. Though several girders were washed away, the Indian engineers made it operational within a short time.

Now, engineers have successfully completed the broad gauge conversion on the existing bridge by strengthening it but without altering the basic structure.



A train crosses the Pamban bridge. —A FILE PHOTO

(ii) Read page No. 45 and 46 of Std VI English Reader. Make notes on the prose piece ‘The Humane Monarch’. Discuss in pairs.

(iii) Make notes on the lesson ‘Star War’ in Unit V of Std VIII English Reader.

(iv) Select a piece from any library book; Make notes on it and file it.

NOTE TAKING

Taking notes while listening to a lecture or talk is a very useful study skill to be developed.

1. Arrange 5 persons to talk about the places where they were brought up. Take notes as you listen.
2. Arrange six persons to describe weddings they have attended. Take notes on the aspects of each wedding that are DIFFERENT from your own experiences of weddings attended.
3. Listen to the weather report presented on TV and take notes.
4. Any five of you form a group and act out the following.

Imagine that the members of the group are all teachers. They have been asked to form a committee and they are supposed to come out with a plan of action to renovate the playground of the school. One of the group members will act as the chairperson and conduct the meeting. The committee should decide the budget, duration of the project and plan for implementation.

The details of the existing playground are as follows :

Area	:	5000 Sq. Yards.
Available Courts	:	Tennis Court - 1 Badminton Courts - 2
Students' demands	:	1. a swimming pool 2. a cricket ground (at least for net practice)

While the group is acting out the meeting, the rest of the class should take notes.

IX. REPORT WRITING :

Look at this report from the Hindu, dated 17.01.2008 titled "Books delving into Tirukkural released".

Read this report and answer the following questions:

1. What is the purpose of this report?
2. What kind of language has been used? Active or passive voice? First person or third person account?
3. Is the presentation clear and accurate?
4. Does the report have the significant details such as what, who and how?

A Report is an accurate and objective description or account of significant events which could be political, social and academic. A report should be simple and clear; and in third person point of view using the passive voice.

Work in teams of three or four. Each team of 'engineers' is going to have a design and build a 'bridge' between two tables, using only the following materials:

One sheet of A4 paper and Two paper clips

Tips

Only important points / clues.

Use phrase / word/ abbreviated forms.

Follow a patterned or diagrammatic form.

Books delving into Tirukkural released

Staff Reporter

PUDUCHERRY: These are not exactly Pongal releases but are books that have been brought out recently. Two authors — both former government employees — have brought out useful books on the Tirukkural. The first one, a translation with in-depth meanings titled "Tirukkural Readings and Reflections" has been penned by writer Kalladan and the other "Dhinam Oar Aattral Tharum Arpudha Kural" by V. Natarajan, an educational consultant.

This book of 273 pages by Kalladan, a Kalaimamani award winner, has the meaning of all of 1,330 couplets with English translations. An author, who has an excellent command of Tamil, English and French, Mr. Kalladan says he took up the task of writing the commentary in English because he wanted Tirukkural to reach beyond the Tamil readers.

He now plans to translate Tirukkural into French. He has compared the meanings given by other commentary writers and reinterpreted them.

C M K

Your bridge must span a gap between two tables without collapsing and without being physically supported by the engineers themselves. The winning group will be the one that builds the LONGEST bridge.

You will only be given ONE piece of paper and no extra pieces will be supplied, so don't fold it, cut it or tear it until your group has reached a consensus on how to construct it. It might be wise to make sketches of your design before starting construction.

Write a report on how each team worked on this.

B. Make a visit to the nearby Primary or Middle School. Observe all the activities of the school and write a report based on your observations.

X. READING COMPREHENSION

1. Here are some labels, which were stuck on different products in a shop. There are some questions after them. Read the questions first and look for answers in the labels.

<p>Name : Washwel Washing Powder For all fabrics and can be used in any washing machine Mfg. : May 2007 MRP : Rs. 84 Net Weight : 1 kg.</p>	<p>Name : Protovita Mfg. : June 2007 Use before : December 2008 MRP : Rs. 170 It has proteins. It helps in growth. Net Weight : 500 gms.</p>
<p>Name : CofexCough Syrup Mfg. : December 2007 Expiry : Twelve months from Mfg. date Dosage : As prescribed by the physician MRP : Rs. 30 (Local taxes extra)</p>	<p>Name : Siva Bread Fruit Bread Mfg. 8 January 2007 Best Before : 24 January MRP : Rs. 18 Net Weight : 200 gms.</p>
<p>Name : BikeezMilk Biscuits Mfg. : February 2007 Best Before : December 2008 Net Weight : 100 gms. MRP : Rs. 15</p>	<p>Name : Coconuts Chocolate Peanuts Mfd : 3 January 2007 Use within two weeks of the date of Mfg. MRP : Rs. 20 Weight : 100 gms. Free Tattoo inside.</p>

1. How many of the above are consumable ?
2. What is Cofex ?
3. What is free with Chocolate peanuts ?
4. What is the price of the Protovita ?
5. What is the expiry date of Cofex ?
6. Can the washing powder be used to wash clothes in a washing machine?
7. What is the manufacturing date of the bread ?
8. What is the net weight of Bikeez ?
9. If we arrange all the labels in the increasing order of price, which one would come first ?
10. Which of the above products is manufactured first ?

2. Imagine that you are going on an official tour to Bangkok for a month. Therefore, you would like to know about Bangkok. Here is a tourist brochure. Read it and write a small paragraph about the kinds of preparation you need to make for your stay for a month in Bangkok.

Welcome to BANGKOK

Welcome to the beautiful city of Angels. Every foreign visitor has a very unique holiday experience at Bangkok.

Bangkok was founded more than 200 years ago. It was a fertile township gently nested alongside the Chao Phraya River Delta. Gradually, the city grew to be a very suitable capital for the Thai Kingdom.

Bangkok is not smaller in any sense when compared to any of the international cities. Great aspects of the old times are still well preserved and cherished. At the same time the city is modern. Nowhere else you will find people who are genuinely proud, gentle and ready to please everyone.

Some useful facts :

Weather : The average annual temperature is 35 degree Celsius (95 degree Fahrenheit) with 3 distinct seasons hot from March through May, rainy from June to September and cool from October through February.

Local Time : GMT +7 hours.

Water : Consume only bottled or boiled water.

Clothes : Light coloured and loose cotton clothing is best all round.

Office Hours : Civil service offices is 8.30 am to 4.30 pm. General banking hours is 9.30 am to 3.30 pm Monday to Friday.

Currency : 100 Satangs is 1 baht. Notes are in denominations of Bt. 1000 (gray), Bt. 500 (purple), Bt. 100 (red), Bt. 50 (blue), Bt. 20 (green) and Bt. 10 (brown). There are 10, 5 and 1 baht coins and 50 and 25 Satang coins.

Credit Cards : All major credit cards and Traveller's cheques are widely accepted and easily changed only in cities.

Electricity : The electricity system is 220 volt AC (50 cycles).

International Calls

: For operator-assisted calls, dial 100. For direct dialing, dial 1001, followed by the country, area codes and telephone number. International phone cards are also available widely.

Language : Thai is the national language while English is widely understood in Bangkok and other major cities of Thailand.

b. GRAMMAR AND USAGE

This content area is designed to provide adequate activities in functional grammar for the teacher trainees to carry out in the classroom. The task-based treatment of items like nouns, verbs, adjectives, adverbs, types of sentences, sentence patterns, articles, prepositions, modals, tense form, degrees of comparison and reported speech will go a long way in sharpening the communicative skills of both the trainees and children.

These activities will enhance the skills of trainees which they have already acquired at the Higher Secondary Course. Among the activities some are at students' level to facilitate the classroom teaching and some are at trainees' level to enrich their application of grammar.

It is hoped that the trainees will not only experience a great pleasure in executing the activities but also eliminate the fear of grammar in their students.

1.1. NOUNS

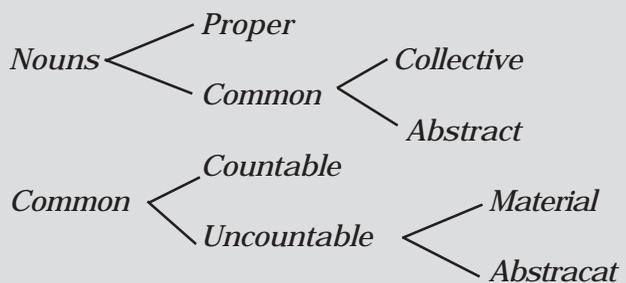
Look at the sentences

- (i) Asoka was a great king,
- (ii) Calcutta is on the Hugli
- (iii) The rose smells sweet
- (iv) His courage won him honour

The underlined words are nouns. A noun is a naming word

Things to recall and remember

1. Classification of nouns, definitions and functions.



2. Four genders of a noun
(Masculine, Feminine, Neuter, Common)

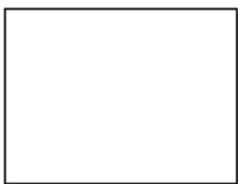
Tasks - At Students' Level:

1. (a) Write the name of six students in your class. Each of these names is a noun.

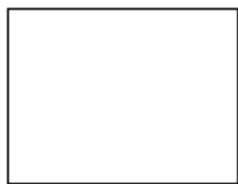
(b) Use some of the nouns you listed to finish the sentences.

- (i) _____ is a girl.
- (ii) _____ is a boy.
- (iii) _____ likes to read.
- (iv) _____ is my friend.
- (v) _____ is very tall.
- (vi) _____ comes from a village.

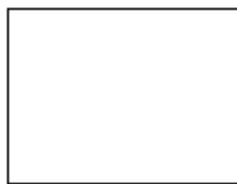
2. (a) The nouns below are things. Draw a picture of each one.



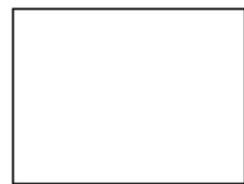
book



pencil



dog



shoes

(b) Use the noun to finish the sentences.

Mahima can write with a _____.
Balu likes to read his _____.
Dinesh's _____ barked at the man.
Nandita put the _____ on her feet.

3 (a) Look at the word pairs.

Circle the noun in each pair.

home / hurry	boy / begin	do / door
library / lay	ant / and	for / farm
grandma / great	keep / king	could / car
join / jug	egg / eat	in / ice

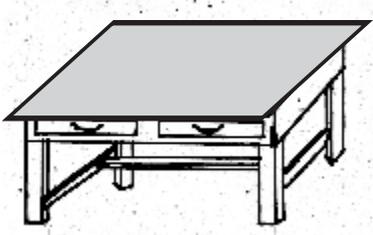
(b) Write the first 12 letters of the alphabet in order of one in each box. Write each noun from the word pairs next to the letter it starts with. Now, the nouns are in ABC order.

<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____

4. Which nouns could you find in your desk at school?

Draw a line from these nouns to the desk.

ruler	birds	chalk	eraser
peacock	lion		box
paper			crayon
tiger			pen
pencil			scissors
lizard	bag	cage	book
	elephant		



Underline the nouns that you could find in a zoo.

Tasks - At Trainees' Level:

5. Fill in the blanks with group names for the collective nouns.

hay, books, actors, steps, grapes, students, hair, colours, players, fish.

1. a class of _____
2. a team of _____
3. a bunch of _____
4. a school of _____
5. a bundle of _____
6. a company of _____
7. a flight of _____
8. a library of _____
9. a rainbow of _____
10. a lock of _____

6. Write a paragraph about your favourite animal. Underline all the nouns in the paragraph.

7. Write a story of your choice. Underline all the nouns in the story.

1.2 VERBS

Look at the sentences

(i) The girl painted a picture,

(ii) Chennai is a big city

The underlined words are verbs. **A verb is a word used to express an action or state.**

Things to recall and remember :

i. Classification of verbs and their functions

Main verbs	MV - o	Auxiliary verbs	Primary Modal
	MV - s		
	MV - ing		
	MV - ed		
	MV - en		

ii. Transitivity of verbs

iii. The morphology of main verbs - Regular, Irregular.

Tasks - At Students' Level:

1. Circle each action verb:

Children play *hide and seek* game.

Manisha searches for others.

Jaya crouches behind the slide.

Ram crawls along the fence.

Salma jumps over the log.

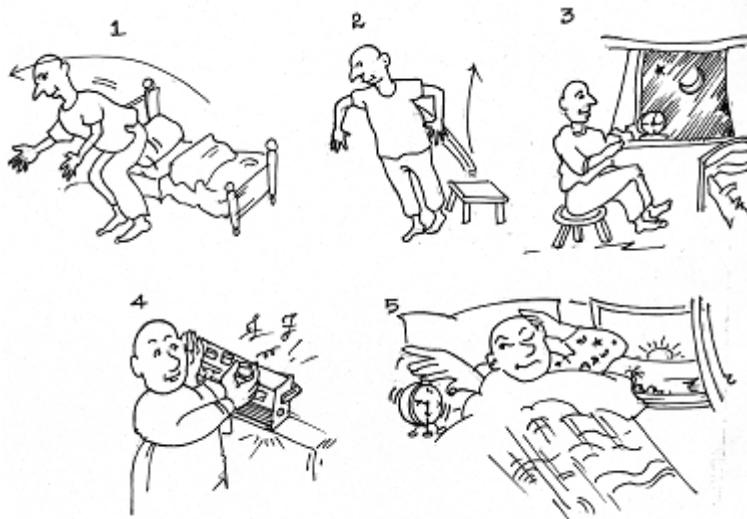
Insects scatter out of the way.

Latha giggles behind the mango tree.

Raju climbs up the coconut tree.

The leaves in the old banyan tree sway in the breeze.
 Mala chases Kala.
 Karan races to the free spot.
 Manisha tags Karan.
 Karan yells for everyone to come out.

2. Look at the pictures and write five verbs followed by up.



1.
2.
3.
4.
5.

3. Zip - Zap

Ask the students to stand in a circle.
 Throw a paper ball at a student.
 The student catches the ball.
 The one on his left should say a verb in present tense.
 The one on his right should say the past form of the verb.

4. You had a telephone call. 'Come to Flat 4, Green Street'. There was nobody there. Write sentences about what you did when you arrived. Here are the verbs you might want - wash, look, watch, play, attend, listen, open, light, knock.

The door was closed, so I _____ on it.
 The door was closed, so I knocked on it.
 There was a piano in the room, so I _____ it.
 There were some cassettes on a shelf, so I _____ to them.
 There was a TV in the corner, so I _____ it. It was hot and all the windows were closed, so I _____ them.
 There was a candle on the table, so I _____ it.
 There was a photo on the wall, so I _____ at it for a minute.
 The glasses in the kitchen were dirty, so I _____ them.

Tasks - At Trainees' Level:

5. You are talking to a very rich man who travelled round the world last year. Write questions 1 - 7 and answers, choosing from a - g.

Example : - Why / Pairs? See Eiffel Tower.

Why did you go to Paris?

I went to Paris to see the Eiffel Tower.

- | | |
|----------------------|--------------------------|
| 1. Why / Rome. | a) visit the White house |
| 2. Why / India. | b) meet the Pope |
| 3. Why / China. | c) see the Pyramids |
| 4. Why / Egypt. | d) make a film. |
| 5. Why / Hollywood. | e) see the Tajmahal |
| 6. Why / Washington. | f) buy a motorbike |
| 7. Why / Tokyo. | g) learn Chinese. |

6. This is an extract from an American novel. Fill in the blanks with **was, were, or went in to the gaps.**

It _____ a Saturday evening. I _____ in New York. I _____ alone, I _____ thirsty. I _____ to a cool drink shop. There _____ a man. I _____ up to him. He _____ from England. He _____ lost. I _____ with him to the police station. There _____ a woman there. She _____ ill. I _____ to the hospital with her. At the hospital there _____ some children. They _____ unhappy. They _____ in New York and their mother _____ in Boston. I _____ with them to the station. After that it _____ eleven O'clock. I _____ hungry. I _____ to a restaurant. After the meal I _____ thirsty. I _____ to a cool drinks shop. There _____ another man. I _____ up to him. He _____ from England. He _____ lost. I _____ tired. I _____ home.

7. Choose the correct verb from the bracket to complete this letter.

We usually _____ (go, come, came) to Bangalore for our family holiday, but last year we _____ (came, go, went) to Ooty. We _____ (has, have, had) three days in Ooty. It _____ (is, were, was) April and the city _____ (is, were, was) full of tourists, as every summer thousands of people _____ (goes, go, went) to Ooty .We _____ (had, have, has) a lot of problems. That day there _____ (are, was, were) no room in a hotel for us, so we _____ (come, went, took) a bus to Coimbatore. Coimbatore _____ (is, was, had) a very beautiful city and we _____(have, has, had) a very nice time there.

1.3 ADJECTIVES

Look at the sentences

- (i) He is a brave boy, (ii) It is a big temple

The underlined words are adjectives. **An adjective is a word that describes a noun or pronoun**

Things to recall and remember :

- i. Three forms of adjectives – Positive, Comparative, Superlative
- ii. Regular and irregular adjectives
- iii. Kinds of adjectives

Tasks - At Students' Level :

1. Write the correct adjective under each picture.

(old, big, sad, white, happy, black, small, young)



A _____ cat



A _____ cat



A _____ man



A _____ man



A _____ house



A _____ house



A _____ woman



An _____ woman

2. Choose one option from each column and make sentences.

big	black	dog
small	brown	mouse
fat	white	cat

expensive	colour	painting
simple	English	comics
rare	wooden	furniture

Example: *I have a small white cat.*

3. Look at these group of adjectives and add some adjectives you know.

a) + est

tall taller tallest

b) + est

hot hotter hottest

c) + st

safe safer safest

d) + iest

lazy lazier laziest

e) most + adjective

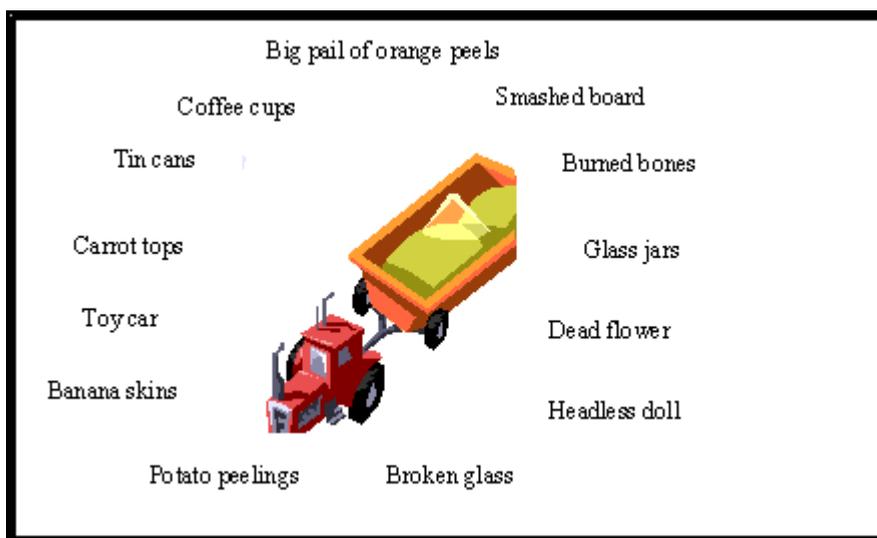
careful more careful most careful

f) irregular

good better best

Tasks - At Trainees' level

4. Here comes the garbage truck.



1. What nouns appear in this poem?
2. What words are used to describe the nouns?
3. What do we call words that describe nouns?

5. Rewrite the sentences using the opposite adjectives:

The children are very quiet today. The children are very noisy today.

- i) He bought an old car. _____
- ii) It was very cheap. _____
- iii) The weather is hot today. _____
- iv) I love cold weather, _____
- v) This is an easy exercise. _____
- vi) He bought me a big present. _____
- vii) He is a happy man _____

6. Write about your country.

What is the biggest city? And the most modern city?

The biggest city is _____ and the most modern city is _____.

What is the highest mountain and the longest river?

What is the most interesting place and the oldest building?

Which is the largest university?

Which is the best place for the tourists to visit?

What is the commonest foreign language?

What is the most popular sport?

7. Pick out the adjective in the following sentences and match it with its kind:

(i) Take care of your books.	Quantitative Adjective
(ii) Calcutta is a large city.	Demonstrative Adjective
(iii) Every man has his duties.	Interrogative Adjective
(iv) That man is from Singapore.	Possessive Adjective
(v) I want to be a good teacher.	Qualitative Adjective
(vi) Whose book is this?	Quantitative Adjective
(vii) The hand has five fingers.	Distributive Adjective

8. Collect the wrappers of many products like food items, clothing, etc. and list down the adjectives mentioned.

1.4 ADVERBS

Look at the sentences

(i) He wrote neatly

(ii) This place is very beautiful

(iii) She pronounced the word quite correctly

The underlined words are adverbs. An adverb is a word, which often modifies the meaning of a verb, an adjective or another adverb.

Things to recall and remember :

Kinds of adverbs and usage

Tasks - At Students' Level:

1. In small groups tell each other how often you do the following things.

Example : I usually phone my family at the weekend.
I always do my homework.
I sometimes read the Sunday papers.
I usually drink tea for breakfast.
I never write a letter.
I sometimes laugh.
I often sing.
I sometimes iron my shirts.
I always walk to school.
I usually eat rice.

How often do you do these things?	Always	usually	often	sometimes	never
Phone my family at the weekend		✓			
Do my homework	✓				
Read the Sunday papers				✓	
Drink tea for break fast		✓			
Write a letter					✓
Laugh				✓	
Sing			✓		
Iron my shirts				✓	
Walk to school	✓				
Eat rice		✓			

Note:-

- ALWAYS - 100 percent of the possible instances.
- USUALLY - 70 percent of the possible instances.
- OFTEN - 50 percent of the possible instances.
- SOMETIMES - 20 percent of the possible instances.
- NEVER - 0 percent of the possible instances.

2. Habits and Hobbies

<ul style="list-style-type: none"> ● Look at the chart below. ● Write your answers. ● Ask your partners. 	
“Yes, always”, “Yes usually.” “Yes, often”, “Yes frequently.” “Yes, occasionally.” “Yes, sometimes.” “Yes, now and then”	“No, not often” “No, rarely” “No, hardly ever” “No, never”

Me	My partner
Do I ever go to temple? Yes /No _____	Do you ever go to temple? Yes /No _____
Do I ever wash my clothes? Yes /No _____	Do you ever wash your clothes? Yes / No _____
Do I ever cook a meal? Yes / No _____	Do you ever cook a meal? Yes / No _____

Do I ever go to a dentist? Yes /No _____	Do you ever go to a dentist? Yes / No _____
Do I ever buy new clothes? Yes / No _____	Do you ever buy new clothes? Yes/ No _____
Do I ever go to theatre? Yes / No _____	Do you ever go to theatre? Yes / No _____

3. Use an adverb to write another sentence about the situations.

- | | |
|------------------------------|-------------------------|
| It was an accident. | He did it accidentally. |
| His laugh was wicked. | He laughed _____. |
| She is very polite. | She behaves _____. |
| They wear different clothes. | They dress _____. |
| He is good at singing. | He sings _____. |
| It was easy for him to win. | He won _____. |
| She was happy. | She laughed _____. |

Tasks - At Trainees' Level:

4. Throw and catch.

Stand in a circle. Throw a ball (a ball of paper will do) from one person to another in the circle. As you throw it, shout out an adverb. When you catch it you've got five seconds to use the adverb in a sentence. The class decides if your sentence is correct. If it isn't you are out of the game. The last student left standing is the winner.

Example: A (throwing) :- Fluently!
B (after catching) :- He speaks fluently.

5. Guess the adverb:

One teacher trainee thinks of an adverb (e.g. quickly) which he/she does not tell anyone. Ask the teacher trainee to do different actions, e.g. Clean the board. Walk across the room. The teacher trainee does these actions quickly (or happily or carefully), and you guess the adverb by asking. (e.g.) Are you doing it quickly?

6. Complete these sentences by writing about yourself.

- | | |
|------------------------------|---------------------------------------|
| i) I always _____. | ii) I never _____. |
| iii) We usually _____. | iv) My mother sometimes _____. |
| v) My father rarely _____. | vi) My brother often _____. |
| vii) My teacher never _____. | viii) My friend does not often _____. |
| ix) I sincerely thank _____. | x) Occasionally my grandmother ____. |
| xi) Sometimes I _____. | xii) Yesterday I _____. |

2. TYPES OF SENTENCES - RECOGNITION AND USAGE

Look at the sentences

- (i) He has a good memory - This sentence makes a statement
- (ii) Where do you live? - This sentence asks a question.
- (iii) Open the door. - This sentence makes a command
- (iv) How cold the night is! - This sentence expresses strong feeling

- ✦ **A sentence that makes a statement or assertion is called a Declarative or Assertive sentence.**
- ✦ **A sentence that asks a question is called an Interrogative sentence.**
- ✦ **A sentence that expresses a command or an entreaty is called an Imperative sentence.**
- ✦ **A sentence that expresses strong feeling is called an Exclamatory sentence.**

Things to recall and remember :

Types of sentences and usage including transformations

- (i) *Declarative* - *Affirmative, Negative*
- (ii) *Interrogative* - *'Wh' type, 'Yes/No' type*
- (iii) *Imperative* - *Command, Request*
- (iv) *Exclamatory*

Tasks - At Students' Level:

- 1. Use the words to finish the declarative sentences. End each sentence with a full stop.**

bread	letters	potatoes	music
stories	teeth	pictures	time
A piano makes _____.	Your brother reads you _____.		
An oven bakes _____.	A dentist takes care of _____.		
The clock tells _____.	I like writing _____.		
That fire roasts _____.	A crayon colours _____.		

- 2. Complete the table as per the table headings.**

Affirmative	Negative	Interrogative
I work	I do not work	Do I work?
You work	You do not work	Do you work?
He works		Does he work?
	We do not work	
They work		Do they work?
He sings		Does he sing?
Cats drink milk		
	Birds do not fly	
It rains in winter		Does it rain in winter?
Mother prepares dinner.		Does mother prepare dinner?

3. What were you? :-

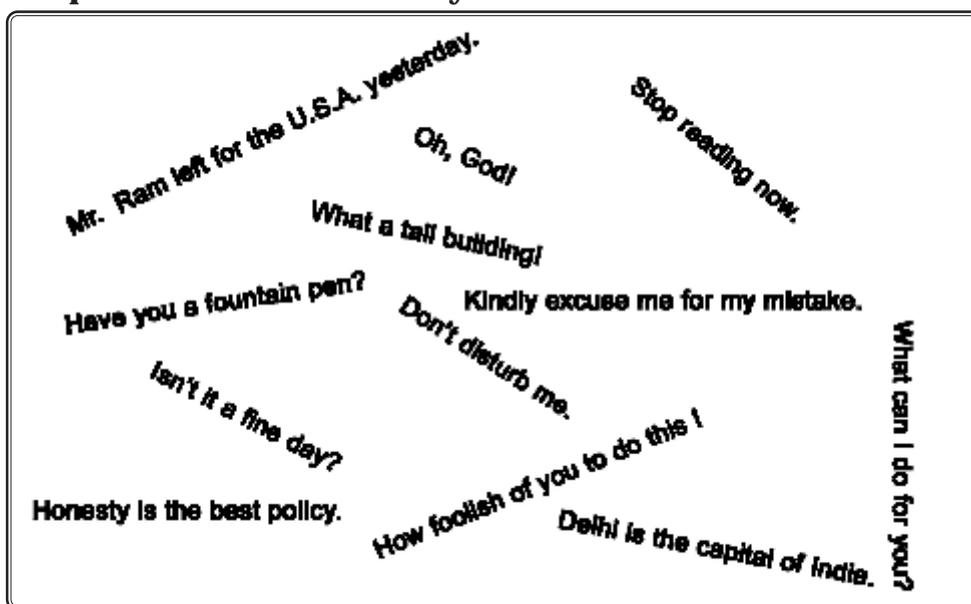
Ask a student to come out in front of the group and repeatedly ask you the same question. 'What were you ten years ago?' You have to give as many different answers as you can.

Example:-

Student : What were you ten years ago?
You : I was a single person.
Student : What were you ten years ago?
You : I was a student.

After giving 20-30 different answers to the same question, reverse the process and put the same question repeatedly to the student.

4. Classify the sentences in the sentence collage into Declarative, Interrogative, Imperative and Exclamatory.



Tasks - At Trainees' level

5. Some of the group of words below are sentences. Other groups are not.

Write sentence if the group of words is a sentence. If the group of words is not a sentence, write not a sentence.

1. A humorous story on TV.
2. The girls went home earlier.
3. The hospital.
4. The children heard scary noises.
5. A dark room.
6. Returned with money.
7. The boy entered the school.
8. A strange behaviour.
9. Veena slipped on a rock.
10. The sun light.
11. Fell on the ground.
12. The girls saw mysterious lights.
13. He stood very still.
14. Preethi peeped through a hole.
15. The friends played all over the ground.

6. Look at the two lists of pictures.

You frame a sentence for the pictures in list A and ask your partner to frame sentences for the pictures in List B.

	List A	List B
1.		
2.		
3.		
4.		
5.		

Example:-

You	:	Number one is a man.
Your partner	:	Yes, it is a man.
You	:	He has black hair.
Your Partner	:	No, he <u>doesn't</u> have black hair.
		He has white hair.

7. Rearrange the order of instructions.

- (i) Pour the tea into a cup. Pour the water into the teapot. Boil the water. Add milk and sugar. Wait a few minutes.
- (ii) Put the letter in an envelope. Write the date. Start the letter. Paste the stamp on. Write the matter. Write your address at the top. Post it. Sign your name.
- (iii) Start playing the game. Press a button or a key. Switch on the computer. Put in a disk or a cassette. Wait a few seconds.
- (iv) Leave it for a few weeks. Close the book. Put some heavy things on top of the book. Open the book. Put the flower in a special album. Put the flower inside the book. Take the flower out.
- (v) Then use cello tape. And then write on the paper. Put the gift box in the middle of the paper. Put the paper on a table. Fold the paper round the gift box.

8. Do you know how to make a good speech? Write tips for speakers.

Examples :-

- (a) Prepare your speech well.
- (b) Don't read out the speech word by word.
- (c) Make notes of the main points.
- (d) Speak clearly.
- (e) Look at the audience.
- (f) Get your facts right.

In addition to these tips, each student-teacher can give one tip.

After each one has given one tip, the tips can be consolidated. This exercise shall help them know the steps involved in preparing and delivering speech.

3. SENTENCE PATTERNS

Things to recall and remember

(i) Symbols - S, V, O, C, A, IO, DO

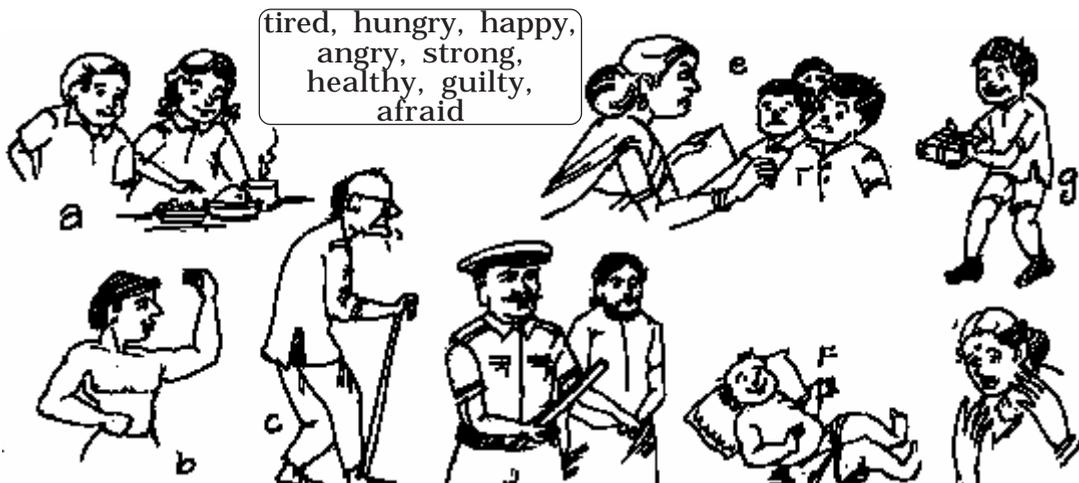
(ii) Sentence Patterns-SV, SVC, SVO, SVOC, SVIDO, SVA, SVOA, SVCA, SVOCA, SVIDOIA

Tasks :

1. Now choose any six of the following and write two-word sentences to describe things they normally do.



2. Look at these pictures and complete the sentences choosing a suitable word from the box below.



tired, hungry, happy,
angry, strong,
healthy, guilty,
afraid

- a) The children were _____.
- b) The man looks _____.
- c) The old man is _____.
- d) The thief looked _____.
- e) The teacher got _____.
- f) The baby is _____.
- g) The boy is _____.
- h) The woman was _____.

3. This is Dibu. He is a clown in a circus

Match the words in boxes A and B below to describe the things he does every-day.

A



B



a



b



c



d



e



f

feeds
cooks
practises
polishes
cleans
paints

his shoes
his tricks
his bicycle
the elephant
his lunch
his face

Write down what Dibu does every day, like this:-

- a) Every day _____.
- b) He _____.
- c) _____.
- d) _____.
- e) He cleans _____.
- f) _____.

4. a) In which of the following do you find the S + V + IO + DO pattern? Put this mark (✓) against these sentences.

- | | |
|--|---------------------------------|
| i) Mala loves music. | ii) The wind blows. |
| iii) My mother bought me a bag. | iv) I gave a box to my brother. |
| v) He writes neatly. | vi) They presented her a gift. |
| vii) They elected him leader. | viii) Rajan is a doctor. |
| ix) The parents named the child Indra. | x) My friend gave me a watch. |

b) Find or make up newspaper headlines based on this pattern.

Example: The President gave the winners the awards.

5. Complete the sentences and identify the pattern.

i)  She is a _____

ii)  Coffee tastes _____

iii)  Sita is _____

iv)  The sky grew _____

v)  She is _____

6. Identify the patterns of the following sentences.

- i) Rita made her son a doctor. _____.
- ii) The book is expensive. _____.
- iii) He is reading a book now. _____.
- iv) Gopu is going to school. _____.
- v) My father bought a gold chain. _____.
- vi) The lion roars. _____.
- vii) Ravi bought me a suitcase. _____.
- viii) Ram grew rich in ten years. _____.
- ix) The class elected Siva their leader unanimously. _____.
- x) My friend gave me a pen yesterday. _____.

4. USING ARTICLES

Look at the sentences

- (i) This is a pen
- (ii) I ate an apple
- (iii) The book is very interesting,

The underlined words a, an and the are usually called articles 'a' and 'an' are called the indefinite articles, 'the' is called the **definite article.**

Things to recall and remember

- (i) Use of the definite article.
- (ii) Use of the indefinite articles.
- (iii) Omission of the article.

Tasks - At Students' Level:

1. Fill in the blanks with or without article:

- i) a) _____ is costlier than wheat.
b) Last month we bought _____.
(use 'rice' or 'a bag of rice')
- ii) a) _____ is a popular drink in south India.
b) _____ costs seventy-five paise.
(use 'coffee' or 'a cup of coffee')
- iii) a) Sound travels more slowly than _____.
b) It's dark here. Switch on _____.
(use 'light' or 'a light')
- iv) a) Come and join us. We are going to have _____.
b) Many people in the world are starving. We must send them _____.
(use 'food' or 'a meal')

2. Circle the article in the following paragraph:

Here is a picture of a seaside. There is a ship on the sea and three boats - a black one, a white one and a black and white one. The ship and the black boat are full, but the others are empty. The sun is shining. It is very near the sea; the shadows in the picture are very long. The man in the boat points to the clouds. He is talking to a woman. She has three children. The tallest is a boy and the others are girls.

3. Write a, an or the - on the lines :

Lillie is learning about shapes in Mathematics. She draws _____ oval on her paper. _____ oval has no corners or sides. Next, she draws _____ octagon, which is _____ eight-sided figure. Then, Lillie draws _____ figure with _____ acute angle. Lillie enjoys drawing _____ different shapes. Now, she will colour _____ shapes with _____ marker.

Tasks - At Trainees' level:

4. Can you say who these famous people were?

Write sentences from the table.

Example: Amundgen was a Norwegian Explorer.

Amundgen	was	a	American	composer
Cleopatra			Chinese	explorer
Confucius			Egyptian	industrialist
Nehru			English	painter
Newton			German	philosopher
Raphael		an	Indian	politician
Rockefeller			Norwegian	queen
Tolstoy			Russian	scientist
				writer

5. Complete these sentences. Use ‘the same’ + one of these; age, colour, day, problem, time.

Example: I live in North Street and you live in North Street.

We live in the same street.

1. I arrived at 10.30 and you arrived at 10.30.
We arrived at _____.
2. I have got no money and you have got no money.
We have got _____.
3. He is 25 and she is 25. They are _____.
4. My shirt is dark blue and my jacket is dark blue.
They are _____.
5. I am leaving on Sunday and you are leaving on Sunday.
We are leaving on _____.

6. Here is an interesting story.

Fill in the blanks using ‘a’, ‘an’ and ‘the’

Once there was _____ mouse. _____ mouse was always in anxiety because like other mice it was afraid of _____ cat. A magician took pity on _____ mouse and turned it into _____ cat. Now _____ cat was afraid of dogs. So _____ magician turned _____ cat into _____ dog. Then _____ dog began to fear tigers. Now _____ magician turned _____ dog into _____ tiger. _____ tiger began to fear _____ hunters.

Then _____ magician said, ‘Be _____ mouse again. You are not better than _____ mouse at heart’.

5. USING PREPOSITIONS

Look at the sentences

1. There is a cow in the field, 2.He is fond of music, 3.The dog jumped off the table
In sentence 1, the word in shows the relation between two things cow and field. In sentence 2, the word of shows the relation between the attribute expressed by the adjective fond and music
In sentence 3, the word off shows the relation between the action expressed by the verb jumped and the table.

The words in, of, off are here used as prepositions

A preposition is a word placed before a noun or pronoun to show in what relation the person or thing denoted by it stands in regard to something else.

Preposition means ‘that which is placed before’

Things to recall and remember :

- (i) Kinds of Prepositions – Simple, Compound, Phrase prepositions
- (ii) Usage of prepositions

Tasks - At students' Level:

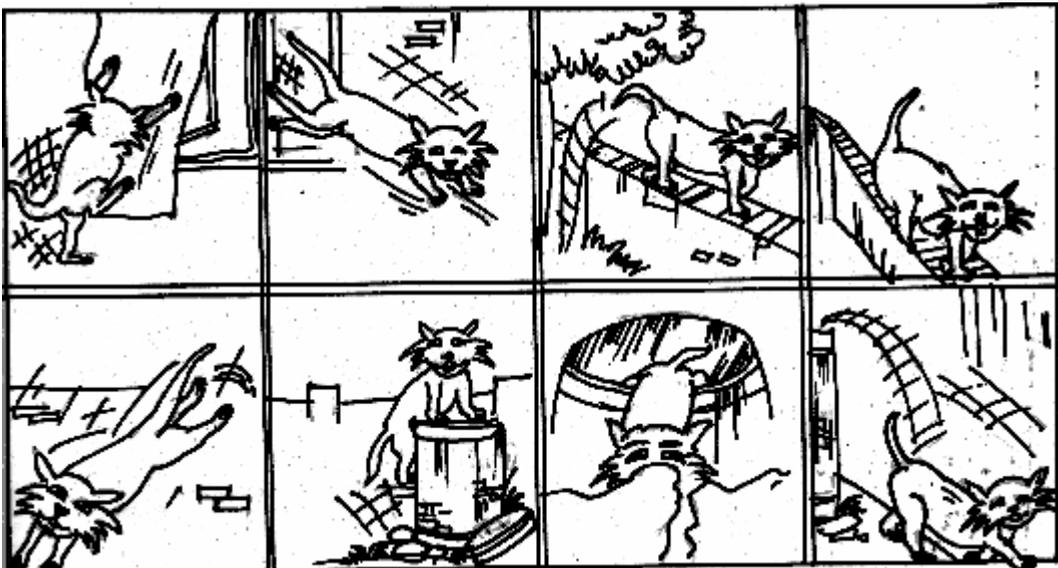
1. Balaji's mother comes to see Balaji in his new flat. She is shocked. Here are some of the things she says to him. Put 'in' or 'on' into her sentences.

- i) There isn't any food _____ the fridge.
- ii) There isn't any calendar _____ the wall.
- iii) There are papers _____ the floor.
- iv) There are insects _____ the bath.
- v) There are shoes _____ the sofa.
- vi) There are dirty glasses _____ the table.
- vii) There aren't any sheets _____ the bed.
- viii) There are hundreds of dirty plates _____ the kitchen.

2. Follow the instructions and draw a picture.

- Draw a house at the centre of a paper.
- Draw a tree beside the house.
- Draw some fruits on the tree.
- Draw a man under the tree.
- Draw a bicycle near the house.
- Draw a cat on the roof
- Draw a ball between the house and the tree.
- Draw an aeroplane over the sky.

3. Tinku, the cat always leaves home the same way. Look at the pictures. Complete each sentence with prepositions.



- 1. He climbs _____ the curtains
- 2. He jumps _____ the window
- 3. He jumps _____ the wall
- 4. He runs _____ the wall
- 5. He jumps _____ the wall

6. He climbs _____ the dustbin
7. He puts his nose _____ all the plastic bags.
8. He jumps _____ the dustbin and walks _____ the street.

4. Make sentences from phrases 1 -7 and a -g and complete each sentence with 'from' and 'to'.

1. You must work _____
2. He went _____
3. The price went up _____
4. You can fly _____
5. This card is _____
6. Victoria reigned as a queen _____
7. You can walk _____
 - a) Rs. 20,000 ----- Rs. 22,000
 - b) me ----- you, with love.
 - c) nine ----- five.
 - d) high school ----- university.
 - e) Bangalore ----- Chennai.
 - f) the station ----- my house.
 - g) 1840 ----- 1901.

Tasks - At Trainees' level

5. Vinoth is having his first driving lesson. His driving instructor is talking to him.

Complete the sentences with 'in front of', 'behind', 'between' or 'next to'.

- i) I'm going to sit on your right _____ you.
- ii) Can you see that button there _____ you.
- iii) Look in your mirror. There's a police car _____ you.
- iv) Be careful! There's a dog _____ you.
- v) Is there twenty metres _____ you and the car in front?
- vi) A car is coming _____ you very fast.
- vii) The orange light is _____ the red and the green.
- viii) Drive _____ forty and fifty kilometers an hour.

6. Fill in the blanks with the correct pair of prepositions in each sentence.

under - into on - above over - in in - into in - inside
 over - into in - on to - of in - on.

Eg : We squeezed under the fence and crept into the garden.

1. The girl sitting _____ the room poured some tea _____ the cup.
2. Put the money _____ your wallet and keep it _____ the drawer.
3. Anu held the umbrella _____ her bed and put her bag _____ the car.
4. Stand _____ that hill and look at the view of the clear sky _____.
5. The students sitting _____ a circle _____ the floor.
6. Place it _____ the left _____ the door.
7. They lived _____ Greece, _____ the island of Crete.
8. The bicycle ran _____ a store and crashed _____ a tree.

7. Fill in the collocation table to record which prepositions go with each of the verbs given.

Verb	about	at	for	over	to	with
argue						
ask						
call						
disagree						
report						
speak						
talk						
write						

8. Complete the story by choosing the correct prepositions.

Anand got (into/ out of / from) his car and walked quickly (across/ through / between) the road. He went (through / along/ across) the garden gate and walked up (from / along/ to) the front door. It was open. He went quietly (up/ into /from) the house. He went slowly (across/ along/ up) the stairs. He turned to the right at the top and walked (across/ along/between) a long corridor. There was a door at the end. He opened it and walked (off/over/ into) the room. He looked (through/ under/ between) the bed and (across/ from / behind) the wardrobe. There was nobody there. Suddenly a shout came (into/ from/ through) the kitchen and smoke was entering (into /along /to) the room from (along/under/outside) the door. Anand ran (to / across/ along) the room and climbed (through /into / off) the window. He walked (through / along/off) the balcony outside the room and then jumped down (through / along /off) a wall. He ran (across /through /between) the road (to /into / along) his car, and drove (into / across /to) a restaurant. His wife was a nice person, but she was a terrible cook.

6. MODALS AND THEIR USAGE

Look at the examples

- (i) I can swim across the river
- (ii) I could run fast when I was young
- (iii) It may rain,
- (iv) I thought he might be at home,
- (v) I will carry your books,
- (vi) Would you lend me, your scooter please?
- (vii) Shall I open the door?,
- (viii) We should obey the laws,
- (ix) You must improve your spelling,
- (x) We ought to help him

The underlined verbs **can, could, may, might, will, would, shall, should, must** and **ought** are **called modals**. They are used before ordinary verbs and express meanings such as permissions, possibility, certainty and necessity. Need and dare can sometimes be used like modal verbs.

Things to recall and remember :

Uses of the modal auxiliaries

Note :

The modals *can, could, may, might, shall, should, will, would, must* and *ought* are termed defective verbs, because some parts are wanting in them. They have no s in the third person singular, they have no infinitive and ing forms.

Tasks - At Students' Level :

1. Identify the common ability of the pairs of items given below.

Example : An aeroplane and a superman.
Both can fly.

- i) A monkey and a squirrel
- ii) A pair of scissors and a knife.
- iii) A penguin and a duck.
- iv) A computer and a calculator.
- v) Your friend and you.

2. Ask questions with the prompts below.

Use the verbs: see, hear, smell, taste, ride.

Example:- the food in your plate.
Can you taste the food in your plate?

- i) the bicycle
- ii) something sweet in this.
- iii) your street on this map.
- iv) someone laughing.
- v) the gas.

3. Rewrite these sentences using may (not) or might (not):

Example: Perhaps she is on holiday.
She might / may be on holiday.

- i) Perhaps he doesn't like me.
- ii) Perhaps he will pass the exam.
- iii) Perhaps they live in Chennai.
- iv) Perhaps I will go out tonight.
- v) Perhaps I will stay at home.
- vi) Perhaps he is a doctor.
- vii) Perhaps they speak Telugu.
- viii) Perhaps she does not speak English.
- ix) Perhaps they don't live here.
- x) Perhaps we are lost.

4. Rewrite the sentences using modals :

- 1. Raju has got the ability to swim in the sea.
Raju _____ swim in the sea.
- 2. Will you please allow me to have your pen for a minute?
_____ I have your pen for a minute?
- 3. Kala did not have the ability of reading and writing till last year.
Kala _____ read or write till last year.
- 4. There is a probability of myself getting a job very soon.
I _____ get a job very soon.

5. Please permit me to join the discussion.
_____ I join the discussion?
6. There is only lesser possibility of ourselves reaching the place in time.
We _____ reach the place in time.
7. I feel the necessity of suggesting to Gopal to stop eating sweets.
Gopal _____ stop eating sweets.
8. I strongly insist that there is a total necessity on your part to consult the doctor immediately. You _____ consult the doctor immediately.
9. It is certain that our team is winning the match tomorrow.
Our team _____ win the match tomorrow.
10. With all politeness, I request you to be kind enough to pull down the shutters.
_____ you mind pulling down the shutters, please ?

5. This is a part of a play. In it there are some young people and their parents. In this scene a mother is talking to her young son. Put *will* or *won't* in the gaps to complete her speech.

One day you _____ be a parent. You _____ have children. They _____ think you're old. And they _____ listen to you. They _____ like the same things. They _____ laugh at you. And you _____ like it. You _____ ! You _____ understand it! You _____ think they're too young. You _____ think you're right. It _____ be the same thing. So, please, please, do what I say.

6. Complete the sentences with *could* or *would* and a verb from these given below;

Verbs: close, have, speak, take, use.

i)



_____ your phone, please?

ii)



I can't hear you.
_____ you _____ louder please?

iii)



_____ you _____ the window, please?

iv)



_____ we _____
two tickets, please?

v)



_____ you _____
our photo, please?

7. Imagine that you are facing the class for the first time.

Advise your students using modals.

- i) We _____ be punctual.
- ii) You _____ do your homework properly.
- iii) You _____ do well.
- iv) You _____ have performed well in the previous classes.
- v) If you want to borrow anything from others you have to use the word _____
- vi) You _____ to work hard.
- vii) You _____ take leave if it is necessary.
- viii) You _____ be good students.
- ix) If you work hard, you _____ get good marks.

8. Frame a dialogue for the following situations using modals.

- i) Asking the way to the post office.
- ii) Asking change for a hundred rupee note.
- iii) Asking for a lift.
- iv) Asking some one to lend some money.
- v) Asking someone to fill in a form.

7. MAKING USE OF APPROPRIATE TENSE FORMS

Read the following sentences:

(i) I sing a song (ii) I sang a song (iii) I will sing a song.

In sentence (i), the verb sing refers to present time

In sentence (ii), the verb sang refers to past time

In sentence (iii), the verb will sing refers to future time

A verb that refers to present time is said to be in the present tense

A verb that refers to past time is said to be in the past tense

A verb that refers to future time is said to be in the future tense

The tense of a verb shows the time of an action or event.

Things to recall and remember

Present Tense - Four forms and uses

Past Tense - Four forms and uses

Future Tense - Four forms and uses

Tasks -

1. Look at the instructions in a cookery book for making pancakes. At the moment the author of the book is appearing on a television programme. She is showing people how to make pancakes. What does she say?

Example: Put 100g flour into a bowl.

I am putting some flour into a bowl.

1. Beat egg and ½ pint milk.

.....

2. Add egg and milk mixture to flour.

.....

3. Mix well.

.....

4. Pour a little of the mixture into a frying pan.

.....

5. Cook it for 2 -3 minutes.

.....

6. Turn the pancake over and cook for another 2 -3 minutes.

.....

2. The underlined words are misplaced. Write the correct word for each sentence.

1. He is climbing a car. He is driving a car.

2. He is driving a ball

3. He is falling on a chair.

4. He is sitting down the stairs.

5. He is kicking a bike.

6. He is riding a mountain.

7. He is dancing in the sea.

8. He is swimming to the music.

3. In pairs ask and answer questions.

Make some notes:

When	do you	get up	on	Mondays
		go to work	in the	Saturdays
What time	does he/she	get home		in the
		go to bed	in the	afternoon
		have dinner	at	evening
				night
				the week end

Find a new partner. Ask and answer questions about the first partner in the third person.

4. Underline the present tense verb in the first sentence. Add *will* to make the verb in the future tense in the second sentence.

- i) Deepa mows the lawn.
Deepa _____ the lawn.
- ii) The boys play cricket.
Next week, _____.
- iii) The girls walk to the park.
Tomorrow, _____.
- iv) The players kick the football.
In the next game, _____.
- v) The runners run fast to the finish line.
An hour later, _____.

5. Alphabet game:

In groups of three or four take turns to use the past simple in a sentence. The first letter of the verbs must follow the sequence of the alphabet. If you can't think of one, you are out of the game. The next student continues with the next letter.

- A - He asks me my name.
- B - I bought a hat.
- C - I came here last month.

6. In small groups, ask each other what you were doing yesterday at these times. In your answers give two impossible deeds for fun. See if the group can identify which answers are impossible deeds

5.00, 9.45, 12.00, 16.00, 19.15, 10.30

7. Mr. Lal has a lot of dreams, He is telling a psychiatrist about them.

How does Mr. Lal describe his dreams? Look at the psychiatrist's notes. Imagine that you are Mr. Lal. Expand the notes and narrate. The first is done for you.

/drives car - wheel comes off/digs garden - finds dead body/Queen walks in - eats breakfast/walks across bridge - meets tiger/roof falls in - watches television/ climbs stairs - sees ghost/looks into mirror - it breaks/ lies on beach - elephant comes out of the sea./

Example :- A wheel came off when I was driving a car.

8. Four students leave the room and the rest of you decide to dislocate four things in the room. (example) to open a window, to remove a poster, to put some books on top of the cupboard or to move the waste bin.

- ☞ The four students come back and have a good look round.
- ☞ They ask, (Example); "Have you turned that desk round?", "Have you rubbed off the sentence on the board?"
- ☞ **You answer** - Yes, we have _____
No, we haven't _____

9. For each of the situations below, give as many explanations as you can. An example is given to help you.

Example: red eyes.

Why are eyes red?

I've been  peeling onions.
 watching a tragic film on TV.
 looking at my progress report
 rubbing my eyes because there was a speck of dirt in them.

red face/blood on your hand/breathing heavily /grown fatter, thinner/feeling sleepy/ tired/

10. Work in pairs. One student has to dictate the beginnings of some sentences.

And the other student has to finish them.

Example: When we finally got to the station, the train had already left.

When we got to the theatre _____

When he got to the meeting _____

When I planned for the job _____

By the time we arrived _____

When I switched on the TV _____

By the time she reached the school _____

11. Names of some objects are given below. Say what will you do with them.

a cup, a towel, a pen, a purse, a hand kerchief, a knife.

Example: cup

I will water the plants with it.

I am going to pour tea into it.

I will use it with a saucer.

I will keep it on the dining table.

12. Your father is going on a tour next month. Look at his plans. Where will he be on these dates;

1) (7th) He'll be in Hyderabad.

2) (10th) He'll _____

3) (25th) _____

4) (14th) _____

5) (20th) _____

6 - 8 Hyderabad

9 - 11 Vellore

12 -15 Bangalore

16 -22 Mysore

23 - 28 Coimbatore

13. In pairs, ask and answer questions about what you'll be doing at these times.

Example: A : What will you be doing (this time) tomorrow?

B : I'll be relaxing at home.

this time tomorrow, this time next week, this time next month, this time next year, in ten year's time, when I see you again.

14. In groups of three or four discuss the changes you expect by the end of the twenty first century.

Example: Scientists will have discovered a new type of car.

Here are some verbs to help you.

Develop, discover, become, invent, build, learn.

15. Fill in the blanks with suitable tense form.

- i. Our teacher _____ (not complete) the portions yet.
- ii. It _____ (rain) all night yesterday.
- iii. Our teacher always _____ (come) to school on time.
- iv. The plane _____ (fly) for 6 hours round and round before it landed.
- v. She _____ (wait) for me since 7 a.m.
- vi. India _____ (become) free in 1947.
- vii. At this time next year the new building _____ (complete).
- viii. Tomorrow she _____ (meet) you.
- ix. When the party _____ (reach) the station, the train _____ (arrive) already.
- x. By this time next year we _____ (study) II year DTE.
- xi. At present I _____ (search) for a job.

8. DEGREES OF COMPARISON

Read These Sentences :

1. Ramu is tall
2. Dinesh is taller than Ramu
3. Ganesh is the tallest of all

In these sentences, the adjectives change in form to show comparison. They are called the three degrees of comparison.

Things to recall and remember
Interchange of the Degrees of comparison

Tasks -

1. Compare yourself with your friends or family. Use the words below.

dance, run, ride, speak, English, write.

Example:- I can dance better than my sister.

2. Divide yourself into groups. See the words in the box below.

Animals, Countries, Sports, Methods of transport.

In small groups, you have five minutes to write as many comparisons as you can.

Example:- Dogs are more intelligent than cats.

Read out your sentences. Each group gets one point for every grammatically correct comparison that no other group has written.

3. Ask and answer about Babu and Gopu :



Babu

Age : 23

68kg

Gopu

Age : 20

73kg

1. (tall) which of them is taller?
Gopu is taller than Babu.
2. (short) _____

3. (heavy) _____

4. (light) _____

5. (old) _____

6. (young) _____

7. (fat) _____

8. (thin) _____

4. Compare the three things in each question using a comparative and a superlative.

- a) 1. The Thames (long)
2. The Amazon
3. The Nile
The Amazon is longer than the Thames.
The Nile is the longest river in the world.
- b) 1. A bicycle (fast)
2. A motorbike
3. A car
- c) 1. Silver (precious)
2. Gold
3. Platinum
- d) 1. A pineapple (big)
2. An orange
3. A grapefruit
- e) 1. Elephant (big)
2. Rhinoceros
3. Buffalo
- f) 1. Newspaper (expensive)
2. Magazine
3. Book

5. A motoring magazine has tested new cars and given them marks for price, running costs, reliability and so on.

For example, 5 means very cheap, very economical etc. 5 is the best mark and 0 is the worst.

Brand	cheap	economical	reliable	easy to drive	comfortable	spacious	fast	good looking
Prince	3	5	5	4	3	2	3	1
Delta	4	4	4	2	1	0	3	3
Swift	3	2	2	5	5	4	3	4
Sahara	5	3	4	2	4	3	1	3
Superior	1	0	3	4	4	4	5	5
Libretto	2	3	4	3	4	5	4	4

a) Compare the cars.

Examples:- Prince / easy to drive /Delta.
The Prince is easier to drive than the Delta.
Sahara / comfortable /superior
The Sahara is just as comfortable as the Superior.

- 1) Superior / comfortable / Libretto
- 2) Swift / spacious / Sahara
- 3) Delta / cheap /Prince
- 4) Sahara / reliable / Libretto.
- 5) Prince / comfortable / Swift.
- 6) Delta / fast / Sahara
- 7) Superior / economical / Delta.
- 8) Swift / easy to drive / Superior.
- 9) Sahara / good - looking / Prince.
- 10) Swift / comfortable / Libretto.

b) Write eight sentences, stating which car is the best in each category.

Example :- The Sahara is the cheapest.

6. Change the Degree of Comparison, without changing the meaning:

- i. Mount Everest is the highest peak in the world
- ii. Soya beans are at least as nutritious as meat.
- iii. No other planet is so big as Jupiter.
- iv. Very few boys are as industrious as Latif.
- v. Shakespeare is greater than any other English poet.
- vi. Samutra Gupta was one of the greatest of Indian Kings.
- vii. Some people have more money than brains.
- viii. Iron is more useful than all the other metals.
- ix. A wise enemy is better than a foolish friend.
- x. The tiger is the most ferocious of all animals.

9. DIRECT AND REPORTED SPEECH

Read these sentences :

Vinoth said 'I am writing now'

Vinoth said that he was writing then.

In the **first sentence**, the exact words of Vinoth are given. **This is called Direct speech.**

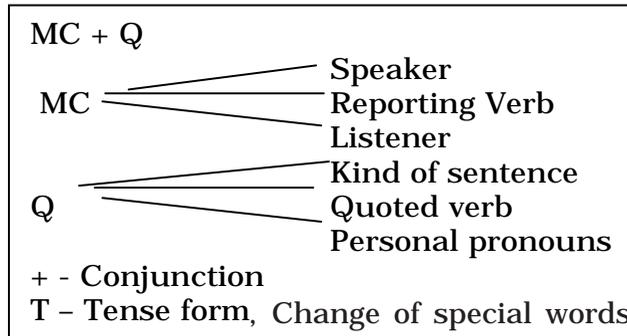
In the **second sentence**, a report is given without quoting Vinoth's exact words. **This is called Reported (or indirect) speech.**

It will be noticed that in Direct speech, inverted commas are used to mark off the exact word of the speaker. In reported speech the inverted commas are removed.

It will be further noticed that in changing the above direct speech into reported certain changes have been made,

1. The conjunction that is used before the reported speech.
2. The pronoun I is changed to he
3. The verb am is changed to was (Present Tense is changed to Past)
4. The adverb now is changed to then

Rules to follow to report a quote



Things to recall and remember
Rewriting the four kinds of sentence from direct to reported speech and vice versa

Tasks

1. A bus company wants to stop its service between a village and a town. The manager, Mr. Rajan is at a meeting in the village. Report what is said.

Examples:-

“The service is losing money”
 Mr. Rajan explained that the service was losing money.
 “Please try to understand our company’s position”
 He asked the villagers to try to understand their company’s position.

- 1) ‘Lots of people use the buses’
Mr. Ganesan said that -----
- 2) ‘How can we get to town?’
Mr. Praveen asked -----.
- 3) ‘Most people in the village have got two wheelers’
Mr. Rajan replied that -----.
- 4) ‘You must keep quiet and listen, everyone’
The chairman told everyone -----.
- 5) ‘What’s going to happen to the school bus?’
Mrs. Vani asked -----.
- 6) ‘It will continue to run’.
Mr. Rajan answered that -----.
- 7) ‘The village needs a bus service’
Mr. Ganesan said that -----.
- 8) ‘Can you start your own service?’
Mr. Rajan asked -----.
- 9) ‘Can everyone please protest to the government?’
Mr. Velu asked everyone -----.

2. What does your English teacher like you to do?

- ☛ Work hard.
- ☛ Bring a dictionary to the English class.
- ☛ Write new words down in a vocabulary book.
- ☛ Listen to English programmes on the radio.

She/ he tells / asks -----.

3. You have attended an interview.

The questions asked in the interview are given below. Report it to your father.

- How old are you? Are you married?
- Where did you study?
- Can you type?
- Do you have your own transport?
- Have you had a job before?
- How long have you been working in your present job?
- Why have you applied for this job?
- Are you willing to work on Saturdays?
- What do you do in your spare time?
- What are your interests?

4. How to lose weight? Here are six golden rules for you.

1. Make a diet plan.
2. Weigh yourself every day.
3. Don't eat between meals.
4. Eat slowly.
5. Drink coffee and tea without sugar.
6. Don't fast: just eat less.

What do the golden rules tell you to do?

Convey it to your friend.

Rule 1 tells me -----.

5. Star Warnings.

- 1) Be extra careful when you travel.
 - 2) Don't make too many promises.
 - 3) Be careful with your money.
 - 4) Take care of your health.
 - 5) Refuse all unexpected invitations.
- What do the stars advise you to do and warn not to do ?.

6. Rewrite each sentence adding an appropriate interjection from the box. Punctuate and capitalize your sentence correctly.

aha, okay, bravo, hey, well, no, oh, yes, goodness, wow, alas, hooray.

- 1) pay attention to me
- 2) think about the personality of your character

- 3) i dont understand this speech
- 4) why would your character stay that
- 5) i understand this now
- 6) ill speak these lines in a deep voice
- 7) your gestures added a lot to this scene
- 8) that was really terrific
- 9) he is no more

7. Look at the following sentences.

The Headmaster said, 'Come in, Sundari. What do you want?'

Sundari said, 'May I be at home on Wednesday, sir? My father is returning from Delhi.'

The Headmaster said, 'At what time will he arrive?'

Sundari said, 'The aeroplane is due to arrive at 3 p.m.'

What did the Headmaster and Sundari say?

8. Read the following sentences and complete the dialogue with the reported form of these sentences.

1. I am looking for a job.
2. I'll trim the plants.
3. My brother always looks after the garden.
4. When I got back, I found that some one had broken into the house and stolen all my jewellery.
5. We've been trying to catch the man for months but he has always managed to get away.
6. Don't give jobs to strangers.

Mrs. Vinoth : You, remember, I told you about a man who came here last week and said _____(1)_____

Mr. Vinoth : Did you? What happened?

Mrs. Vinoth : Well, He said _____(2)_____

Mr. Vinoth : Ah, now I remember, you told him _____(3)_____

Mrs. Vinoth : Well, this morning Mrs. Patel came round, looking very upset. She had employed that man to work in the garden. Then she went out shopping.

Mr. Vinoth : I can imagine what happened.

Mrs. Vinoth : She said _____(4)_____

Mr. Vinoth : Have the police caught him?

Mrs. Vinoth : Not so far, they told her _____(5)_____

Mr. Vinoth : Well, I'm glad, I told you _____(6)_____

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PART - B METHODOLOGY

UNIT - 1

OBJECTIVES OF LEARNING ENGLISH



Scope

- ☞ Need for English
- ☞ English as a second Language
- ☞ Uses of English
- ☞ English for Business, Diplomacy, and the Professions
- ☞ English for career choice
- ☞ Position of English in India
- ☞ Social and Psychological factors

Need for learning English

English is not the most widely spoken language in the world in terms of the number of native speakers. There are many more Chinese speakers than native English speakers but Chinese is spoken little outside of Chinese communities. However English is the most widespread language in the world. It is difficult to estimate exactly how many English speakers

there are, but according to one estimate there are more than 350,000,000 native English speakers and more than 400,000,000 speakers of English as a second language (a language used in everyday life, even though it is not the native language) or foreign language (a language studied but not used much in everyday life).

However, even these numbers do not really indicate how important English is as a world language, because less than fifteen percent of the world population uses English. The importance of English is not just in how many people speak it but in what it is used for. English is the major language of news and information in the world. It is the language of business and government even in some countries where it is a minority language. It is the language of maritime communication, international air traffic control, and it is used even for internal air traffic control in countries where it is not a native language.

USES OF ENGLISH

English for News and Information

English is commonly used as a medium for the communication of information and news. Three quarters of all telex messages and telegrams are sent in English. Eighty percent of computer data are processed and stored in English. Much satellite communication is carried in English. Five thousand newspapers, more than half of the newspapers published in the world, are published in English. Even in many countries where English is a minority language, there is at least one newspaper in English. In India alone, there are three thousand magazines published in English. In many countries, television news is broadcast in English. Because of the power of television, demonstrators in every country use signs printed in English for the benefit of the international press.

English for Business, Diplomacy, and the Professions

English is a major language of international business, diplomacy, science and the professions. It is the language that an Iranian businessman and a Japanese

businessman are likely to use to communicate. Important commodities such as silver, tin, and hard currency are traded in English. English is also an official language of many professional and international organizations including the United Nations.

ENGLISH FOR ENTERTAINMENT

Popular culture:

Popular culture has also played an important part in spreading English. American and British popular music are heard all over the world. American movies are seen in almost every country. Books in English are available even in countries where very few people actually use English. One reason that students give for learning English is to understand these songs, movies and books.

Travel :

English is also very important for international travel. Much of the information, countries disseminate about themselves outside of their borders, is in English. English is spoken in large hotels and tourist attractions, at airports, and in shops that tourists frequent. There are travel brochures printed in English, and TV news is available in English. Tours are almost always available in English. Even

English as a First or Second Language

In some countries, English is the sole or dominant language. It has that role in the United Kingdom, the United States, Canada, Australia, New Zealand, and Ireland. All of these countries are former British colonies. In other countries, English is widely used, particularly among people who have no other language in common, even though it is not the dominant language of the country. For example, English is widely used in Hong Kong, Singapore, Nigeria, the Philippines, and Malaysia. In such countries, it is often used as a means of communication between people who have different native languages. In many states of India, English is used as an official language. Non-Hindi speaking states communicate with the centre using English.

in countries where few people speak English on the street, people who work with tourists generally speak English. In some countries even drivers of buses or streetcars and sellers at newsstands speak English well.

Other Uses of English:

In many former British colonies, English is still used in the government and as a medium of communication among people who do not have another language in common. In some cases, it is a neutral language that is used to avoid giving any one indigenous language too much prestige. English is often used in India, because it is neutral. It is the language of the government. People who speak English have a certain status in society. It is used for books, music and dance. In Singapore, English is a second language, but it is necessary for daily life. Many companies there use English. In addition, sixteen countries in Africa have retained English as the language of the government. Now standard English is taught in schools in those countries, because it is necessary for careers.

English is also studied as a foreign language in countries where it is not generally used as a medium of communication. In China, English language lessons are popular TV programs. Two hundred and fifty million Chinese--more than the population of the US--are learning English on TV. English is usually the first or

most commonly taught foreign language in many countries, and people understand it a little at least.

International Schools in India :

International Schools in India are the popular choice among the Asian parents. There are over few thousand International children who are currently enrolled at various International schools in India. In India, there are over 100 International Schools with curricula such as International Baccalaureate (IB) or IGCSE from the University of Cambridge. The curriculum at these schools is same as those at various International Schools in native English-speaking countries such as Australia, Canada or New Zealand.

Today, parents send their children to International Schools in India because:

- ☛ All education at International Schools in India is in English - just like in USA, UK and Australia
- ☛ Indian schooling education is recognized worldwide
- ☛ New Generation International Schools in India have new modern infrastructure
- ☛ **Very affordable:** All inclusive annual cost can be as low as US\$3,500 - inclusive of all tuition fees and living expenses.

Going by sheer numbers, India is the third largest English-speaking country in the world. At least 30 million Indians (four per cent of our population) regularly use English. A further unquantifiably large number of us use English in some way, with varying competence and knowledge of the language.

English for updating knowledge and career choices :

Today English has gained the status of enabling individuals to negotiate their own salaries with their Multi-national employers. Call centre, Medical Script Transcription, DATA transfer centres, Digital publishing houses and Human Resource Personnel Departments require young persons with a command of oral and written English. Many private firms in India, China and Japan offer crash courses in English .Many foreign nationals come to India to learn communicative English. Besides, a lot of information on the availability of various types of jobs and information on various subjects are hosted in various websites in English and even interviews are conducted in English through web cams.

Position of English in India :

English was the language of industrialization and modernization, and now it is the language of globalization. Mother tongues or regional languages have failed to create market value for themselves and only English sells. English has acquired social value. Knowledge of English is seen to be the key to economic prosperity. Parents, especially those belonging to the middle and upper classes, expect their children to get the best type of education and they conclude that it is possible only through English medium. People from the lower classes emulate the model-setting behavior of the middle and upper classes. So, we find that the English medium schools are opened everywhere in the country!

The perception of the policy makers, the recommendations and guidelines of the educationists, and the legal implications of the official guidelines as regards language choice and medium do not go well with the perception of the parents.

India has the largest middle class and this middle class has demonstrated its desire to go in for English as the medium of instruction. This has led to an incompatibility between the policy and its effective implementation. Like in many spheres of national life, the policy is kept as an ideal, but its implementation is always half-hearted.

The best course is to draw a policy that reflects the aspirations of the people rather than the aspirations of the ideologues and politicians, and strike a balance between the demands of national and regional identities and goals of education. Most people would like to see that English has an active role in the education of their children. They want their children to acquire effective skills in English, even as they have some competence in the Indian language of their choice. The problem is compounded by the fact that more and more students prefer to take Hindi or a European language, in lieu of their mother tongues or the dominant language of the state. Thousands of students come out of schools without knowing how to read and write in their own mother tongue. This is perfectly legal, although it is a tragedy. This worries the state governments who see in it a threat to the identity of the dominant language of the state. The Indian worldview looks at getting jobs abroad as the most important goal of school education. This has added to the complexity of the situation.

Social factors promoting English in Schools:

Irrespective of the economic status, parents do want to provide education in English to their children. Many deem it a matter of pride to hear their children recite poems, sing nursery rhymes and speak in English. Catering to the parental demand for English Education, many private schools have sprung in many parts of the country. Government also takes earnest efforts to make learning of English attractive. In Tamilnadu, the state has opened up many language labs making interactive learning of English possible. Besides plenty of English VCDs prepared by RIE, Mysore and ETV studio of DTERT are used in all the Government, Municipal and Corporation Middle Schools and High Schools to enable children to listen to good English and to speak in English. Computer Assisted Learning Centres of SSA also provide excellent inter active learning opportunities for children in Government schools.

Psychological Factors and English Speaking:

For the past several decades, with the development of the international communication, English has become the world language. The teaching of oral English is improved to priority in the nations using English as a foreign language, including China. However, there has been a heated debate over the English speaking ability of students. Many linguists, educationists, and even the common English teachers have been devoted to explore the ways of improving spoken English. They investigated the factors related to the English speaking, such as social factors, teachers' influences, learners' strategies. These researches achieved a great success in the establishment of the concerning theories. However, based on these researches, our teaching methods and techniques, to a larger extent, still failed to produce effective English speaking. To discover the reason any researcher turns to study the learners' psychology. Nowadays we have become increasingly aware that individual learners are different from each other. They have their own personalities, motivations, and other psychological characteristics. These elements affect how learners act in the spoken English learning.

Important Psychological Factors in Spoken English Teaching and Learning:

Language is a tool of communication, so too is English. The ultimate aim of English teaching is to cultivate the students' ability of speaking and communication. Among the four skills of English learning---reading, writing, listening and speaking, reading is perhaps the easiest, while speaking the most difficult to acquire(Huang X & M Van Naerssen., 1985: 287-307). That is because speaking is an active skill, requiring students to combine the words into sentences without preparation, and no time to revise.

During this process, learners show their differences, some can draw and organize the information in their mind flexibly, and then speak it out fluently; others can't organize the words they want to express in a reasonable and logical way, even though they have mastered much knowledge and are eager to express. One of the important reasons is due to their psychological characteristics.

English speaking is a complicated psychological process. In terms of spoken English teaching in schools, it's quite essential for teachers and learners to take some important psychological factors into accounts in order to achieve better results in spoken English teaching and learning. This part is a contribution to discuss some important psychological factors concerned.

According to the studies, the factors which affect English speaking are motivation, anxiety, extroversion, self-esteem and self-concept.

Motivation:

There are three basic kinds of motivation---intrinsic motivation, extrinsic motivation and integrated motivation in general learning theory. It is clear that these three kinds of motivation don't exclude each other. Most learners are motivated by these reasons in the oral English learning. In learning spoken English, just like other fields of human learning, motivation is the crucial force that determines whether a learner embarks on a spoken task at all, how much energy he devotes to it and how long he preserves it. It is a complex phenomenon and includes many components: the individual's drive, need for achievement and success, curiosity, desire for stimulation and new experience, and so on.

It is clear that learners with high and favorable motivation for speaking often try to devote themselves into English speaking. In English class, they are active, and cooperate with teachers' activities positively. Out of class, they take any opportunity for imitating, practicing and speaking English. They are of strong volition and will, of clear learning purpose. Thereby, they easily and more proficiently achieve success in spoken English. In their turn, the success encourages higher motivation.

Anxiety:

Anxiety is a sense of worry, a kind of subconscious scare. Classroom anxiety includes "trait anxiety" and "environmental anxiety". The two kinds of anxiety can enforce or reduce each other's effects in an English speaking classroom. Furthermore, they are both bad for the improvement of students' spoken English. In this aspect, the "environmental anxiety" is sounder than the "trait anxiety". Teachers are the main factor to cause classroom anxiety and it is suggested that they should pay much attention to their teaching attitude and behavior to create a happy atmosphere.

However, the level of anxiety felt by learners is only partly a result of the nature of the situation itself. It is also the result of personal factors. For example, some

learners become anxious more quickly than others, whatever the situation is; others may have had experiences of failure which cause them to become anxious quickly in classroom learning situation.

From the above, we can conclude that too or over anxiety hinders learning process as well as English speaking, but it seems that a certain amount of it can stimulate a learner to invest more energy in their task.

Self-esteem:

Self-esteem refers to the individual's evaluation on himself, an attitude towards his or her ability, value, and achievement. It is originated from individual's experience and the judge of the outside world. Comparatively speaking, learners with high self-esteem are full of the sense of self-confidence and self-affirmation. In English learning, they can evaluate reasonably and objectively their own English level as well as the other learning skills---listening, reading, writing, speaking and translating.

Self-esteem was associated with the English speaking, and that learners with high self-esteem could have more chances to achieve speaking proficiency. Presumably, they are less likely to feel threatened when speaking or communicating in English or in an unfamiliar situation. They may also be more ready to risk making mistakes or projecting a reduced image of them.

Extroversion:

Irrespective of actual English learning ability, learners with an outgoing personality may enjoy certain advantages in English speaking. Their active nature may promote them to open their mouth in class or out of class. They are willing to be involved in more spoken activities and social interaction, attract more attention from their teachers and be less inhibited when asked to display their proficiency (e.g. in oral interviews). They may perform more confidently in communication situations when they use English.

Self-concept :

Self-concept is an integrated psychological factor, and it determines the four previous psychological factors and is reflected in the four factors--- motivation, anxiety, self-esteem and extroversion. Self-concept plays a great role in promoting students' motivation, in decreasing their anxiety, in increasing their self-esteem. A positive self-concept is the base of the establishment of the healthy psychological

Exploration

- Visit a local Library and trace the history of English in India
- Go in pairs to different streets of the town or village where you study and interview parents and collect their views on learning of English
- Visit a nearby Multi national company and find out how they develop the communicative competence of the employees
- Find out the Institutes offering courses on English in the nearby city and share the information with your friends
- Invite a speaker from a nearby town or University or from British council to explain the opportunities available for learners of English in India and abroad

quality. In English class, a student's self-concept is correlated closely with his own psychological quality, the relationship between teachers and students, and the relationship among students. If teachers and students have good impression on a learner, he would be more self-confident, and try his best to achieve more with higher motivation.

We can conclude that active self-evaluation is of great importance in improving students' English level. To a great extent, the students' proficient learning skills rely on the proper evaluation of their self-image.

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UNIT - 2

ORAL SKILLS

Scope :

Speaking is perhaps the most demanding skill for the teacher to teach. In their own language children are able to express emotions, communicate intentions and reactions, explore the language and make fun of it, so they are expected to be able to do the same in English.

What is important with beginners is finding the balance between providing language through controlled and guided activities and at the same time letting them enjoy natural talk. Most of our pupils have little opportunity to practise speaking English outside the classroom and so need lots of practise when they are in the class.

This unit aims at sharpening the skills of the teachers in such a way that they will be able to develop oral skills in themselves and the children.

There is a wide range of skills dealt with in this unit such as Classroom English, Telling Stories, Creating Situations for dialogue, Language Games and Activities, Use of language in social gatherings, Conducting Interviews and Telephone Conversation. Plenty of activities have been given for each skill.

Classroom Language:

A very important way of helping pupils progress from dependence on the book and on the teacher to self-dependence is to give them the necessary tools. One of the tools is classroom language.

For example, most children do not know the answer to a question as they do not understand it and do not know how to ask for help. So teaching them phrases like, 'I'm sorry, I don't know' or 'I don't understand' develops their ability to communicate meaningfully in the classroom and elsewhere. Here are some phrases which your pupils should use. Note that they should be taught as phrases, not as words or structures. Children are only interested in what the phrases are used for.

Good morning/afternoon

Goodbye

GENERAL OBJECTIVES

By the end of the unit the trainee teachers will be able to;

- ☞ *Know the ways and means of generating classroom English*
- ☞ *Use the story telling method effectively*
- ☞ *Create situations for dialogue*
- ☞ *Use language games and activities.*
- ☞ *Be familiar with language in social gatherings.*
- ☞ *Use interviews to improve the communicative skills of the children.*
- ☞ *Know how to talk over the telephone gracefully*

Can I, please?

Sorry, I don't know/don't understand/can't.

What's this called in English? What's the English for?

Whose turn is it,/book is this/chair is this?

Whose turn is it to?

Listening in the classroom :

It is quite clear that listening is the

Specific Objectives

- To create awareness among teachers the broad scope of classroom English.
- To suggest ways and means of using English in the classroom.
- To impress upon the need for speaking in English in the classroom.
- To create an English atmosphere in the classroom.

skill that children acquire first, especially if they have not yet learnt to read. When the pupils start to learn a foreign language, it goes in mainly through their ears. So what the pupils hear is their main source of the language. Of course, we also give them as much visual back-up as possible through facial expression, through movement, through mime and through pictures.

When you are telling a story, you don't have to tell it from beginning to end without breaks. You can re-tell it again and again as you go along:

'This story starts on a nice, sunny Monday morning. Who's the story about?. Who can we see in the picture? Yes, Suman and Babu. It's a nice, sunny Monday morning and Suman and Babu are. ... Where are they? In the forest. Right. They're in the forest. And what are they doing? They're picking berries. So, it's a nice, sunny Monday morning, and Suman and Babu are in the forest picking berries. What happens next? Well. . . .' And so the story continues.

Mime stories:

In a mime story, the teacher tells the story and the pupils and the teacher do the actions. It again provides physical movement and gives the teacher a chance to play along with the pupils.

Here's a very simple example of a mime story:

'We're sitting in a boat, a small rowing boat. Let's row. We row and row. Now what's that? A bird. A big bird is flying over the water. Now it's gone. We keep

rowing. Can we see the bird? No, no bird. This is hard work. Row, row. We're tired. We row slowly. There's the shore. Let's go home now. We're so tired we're dragging our feet. We're tired. We want to go to sleep. We lie down on our beds. We close our eyes, and shhhh. . . . We're asleep'.

SPEAK IN ENGLISH



Try to speak English as much of the time as you can, using mime, acting, puppets and any other means you can think of to get your meaning across .

'Listen and repeat' activities:

'Listen and repeat' exercises are great fun and give the pupils the chance to get a feel for the

language: the sounds, the stress and rhythm and the intonation. When done in combination with movements or with objects or pictures, this type of activity also helps to establish the link between words and meaning.

Rhymes:

All children love rhymes and like to repeat them again and again. Here you can use either traditional rhymes or modern rhymes, and you really don't have to worry too much about the grading. Rhymes are repetitive; they have natural rhythm and they have an element of fun, of playing with the language.

Presenting new language orally:

When children start learning English, they obviously need to be given language before they can produce it themselves. Language has to go in before it can come out. At this initial stage the activities will be under the control of the teacher. Here are just some of the ways you can present new language orally:

Dialogues and role play work:

Working with dialogues is a useful way to bridge the gap between guided practise and freer activities. Controlled dialogues can easily develop into freer work when the pupils are ready for it. Putting pupils into pairs for doing the dialogues is a simple way of organising even large classes.

'Listen and do' activities instructions:

The most obvious 'listen and do' activity which we can and should make use of from the moment we start the English lessons is giving genuine instructions. Most classroom language is a type of 'listen and do' activity. Communication is two-way, and you can see very easily if your pupils have understood the message or not.

I. CLASSROOM ENGLISH

Classroom English is the English used by a teacher in a classroom situation. It certainly is a language for special purposes which have to be learned especially.

Let's have a look at the most interesting and worth memorising words and sentences a teacher may use during a class. Let's imagine we are students

sitting in a classroom and a teacher comes in. The following are the most common and typical classroom situations:

Greetings:

The teacher usually greets his audience and says a few words to establish contact: ***Good morning.***

MORE ABOUT ORAL SKILL

There are also lots of 'listen and do' exercises which you can do with your children where they have to physically move about. You can ask pupils to do all sorts of things like : 'hop on your left foot five times' - 'count up to ten and then walk to the blackboard and back' - and the more language the pupils learn, the more you can ask them to do. The advantage with this type of activity is that you know at once if the children have understood. You can check classroom vocabulary, movement words, counting, spelling, etc. Pupils learn from each other. If they haven't understood the first time, they'll still be able to do the activity by watching the others

***How are you?
I hope you are all feeling well.***

Introduction:

If the teacher is new, he will introduce himself / herself to the students.

Let me introduce myself.

I am Miss / Mr

Transition to work:

Greetings are followed by an invitation to start working:

- ***It's time to start now.***

Absence / Lateness:

One of the first questions at the beginning of a lesson is about the students absent: Who is absent today?

- Who is missing?
- Who isn't here?
- Who was absent Yesterday?
- Who was away last Friday?
- Why are you late?
- Where have you been?
- Did you oversleep (miss your bus)?
- I'll be unhappy if you're late again.

Blackboard Activity:

One of the most typical classroom situations is blackboard activity:

- Come to the blackboard, please. Go to the board.
- Come and write the word on the board. Write it next to/above/below that word. Take a piece of chalk and write the sentence. Here's a piece of chalk. Write it on the board. Try and keep your writing straight (level).
- Step aside, please, so that the class can see what you have written. Move to one side, please, so that we can all see.
- Go and fetch some chalk from the office. I've run out of chalk. Would you please go and see if there's any in the next classroom. Would you go and look for some chalk for me, please. Does anyone know where the chalk is kept? Do you know if there's any coloured chalk?

TELL STORIES

Listening to stories should be part of growing up for every child.

Time and time again educationalists and psychologists have shown that stories have a vital role to play in the child's development, and not least, in the development of language.

Make sure the children get the maximum benefit out of listening to stories in English by the creation of a friendly and secure atmosphere. Establish a story-telling routine which creates an atmosphere.

Rearrange the seating so that you have eye contact with the children. Have all sit together. It's important that children are comfortable. They don't have to sit up straight when they're listening to a story. If they're relaxed and comfortable, they are more open to what they are about to hear, and they will benefit far more from the story-telling.

Controlling a class:

To control a class when there is noise or lack of attention, a teacher would usually say the following:

- Could I have your attention, please.
- Not so much noise, please.
- Silence, please.
- Get on with your work quietly.
- Don't keep turning around.
- Let us not disturb the neighbouring class.

GROUP WORK:

Quite often a teacher would ask a class to work in groups or individually:

Work (in twos, threes, etc) (in groups of two, three, etc.) (together with your friends) (in pairs).

- Get into groups of three. Find a partner.
- Divide the class into groups.
- Here are some tasks (exercises) for you to work on in groups (pairs) (threes).

If individual work is given, the following oral instructions may be given:

- Work on your own/by yourselves / individually.
- Try to work independently.
- There is no need to discuss it with your neighbour.
- No cheating.

To stop the work when the time expires, a teacher can say:

- That will do, thank you.
- That's enough for now.
- All right, you can stop now.
- You will have to stop (finish) in a minute.
- Your time is up now, I am afraid.

Approval and encouragement:

- Excellent. That's perfectly correct.
- That's correct. You've got the idea.
- Well done. Very fine.
- You made a very good job of that.
- That's (much) (a lot) better. You are improving. You have made a lot of progress.
- Not quite right, try it again. You've almost got it. You're half way there. Have a guess if you don't know.
- Don't worry, your language will improve. What if I give you a clue? I'll help you if you get stuck.

USE A MASCOT

One of the most successful ways of presenting language to young children is through puppets or a class mascot. Having 'someone' familiar constantly on hand with whom you can have conversations about anything and everything is a wonderful way of introducing new subjects and new language to young children. For example, if you use a Teddy Bear as your mascot, you can use Teddy Bear to ask questions. Pupils can ask through Teddy Bear: 'Teddy wants to know. . .' You can present dialogues with Teddy as your partner",

In case you feel like criticizing a pupil you can say the following: (IN PRIVATE)

That wasn't very good.

- You need to pay more attention.
- You can do better than that.

Ending a class could be signalled by the following sentences:

- It's almost time to stop.
- I'm afraid it's time to finish now.
- We'll have to stop here.
- There's the bell, so we must stop working now.
- All right! That's all for today, thank you. That will do for today. You can go now.

Setting homework:

- This is your homework for tonight (today/next time).
- For your homework would you do exercise 10 on page 23.
- Prepare as far as (down to/up to) page 175.
- Finish this off at home.
- Do the rest of the exercise as your homework for tonight.
- You will have to read the last paragraph at home.

Saying goodbye:

- See you again on Tuesday.
- See you again tomorrow afternoon.
- Have a good holiday (Christmas) (Deepavali).
- Enjoy your holiday / summer holidays / vacation.
- I hope you all have a nice vacation.

II. TELLING STORIES

Story telling has existed for centuries. It is as old as the seas and has been embraced by various civilizations across the world to convey information, historical accents and entertain audiences. Stories can be magical and have the power to awaken, transform and enthrall listeners. A good story knows no boundaries. Everybody loves a good story.

The art of telling stories has always been an essential part of human nature. Stories, metaphors, anecdotes, similes and analogies have all been used as methods of communication and teaching since time immemorial.

Stories have had a potential effect on us all over the world for thousands of years and they continue to be part of our culture today, in terms of helping us to acquire knowledge and in helping our learning and development.

OBJECTIVES

At the end of the session, the trainees will be able to

☞ **Define stories for improving the classroom teaching.**

☞ **Write their own stories.**

☞ **Tell stories with correct gestures and modulation.**

☞ **Sharpen their curiosity and to motivate them to read further.**

QUALITIES

A storyteller requires -

- ☞ *Effective communication skills*
- ☞ *Patience and Endurance*
- ☞ *Ability to be attentive*
- ☞ *Good observation skills*
- ☞ *Good listening skills*
- ☞ *Good memory*
- ☞ *Excellent reading habit*
- ☞ *Compassionate outlook*
- ☞ *Positive attitude*
- ☞ *Expressive body language*
- ☞ *Good command over the language and vocabulary*

THE CONNECTION BETWEEN STORY TELLING AND EDUCATION

Long before the written word, story telling was used to pass on knowledge, culture and thought. Storytelling, however finds no place in the modern methods of teaching. The all-pervasive printed word however has left no space for the art of storytelling in our classrooms.

Because of this, teachers are missing out on a great tool that can help engage and educate children better. Storytelling opens up a whole new world for children. By integrating storytelling into the curricula, both teachers and students will be able to communicate more intelligibly.

UNDERSTANDING STORYTELLING

Story telling has been defined in many ways by many people.

Story telling is:

- A shared process which requires a teller and a listener.
- All about relating a tale to one or more listeners through voice and gestures.
- An effective medium of communication.
- A platform for reaching out and sharing ourselves with others.
- A very effective teaching tool.
- A medium for children to learn about their roots, traditions, cultures and values.
- The link between our imagination and surroundings.

ELEMENTS OF A GOOD STORY

- ☞ *Characters*
- ☞ *A plot*
- ☞ *Some sort of conflict Resolution*
- ☞ *Style of story telling*
- ☞ *Tone of your voice*
- ☞ *Pace of your voice*
- ☞ *Volume of your voice*
- ☞ *Non verbal communication*
- ☞ *Body posture*
- ☞ *Eye contact*
- ☞ *Gestures*
- ☞ *Involving the group*

Turning into a Teller:

Story telling is an innate asset which we all possess and, if tapped, can prove to be a great tool in teaching. There is no definite way of telling a story. Storytelling is an individual art and each person develops his / her own technique and style. However good storytellers do share some qualities.

LISTENING SKILLS IN STORY TELLING

The first and most important step in becoming an effective story teller is to understand the value of listening. Unless we learn to silently observe and look we will not be able to emote sounds and characters of a story. In short, to be an effective teller one first needs to be a good listener of tales.

PROCEDURE

Identifying lessons for storytelling:

Storytelling can be used as a tool to teach all the subjects in the curriculum such as world culture, habitats and environments, language development, Science, Math and value based education.

A CHECKLIST

Here is a checklist you could use after you are ready with the story:-

- ☞ *Do you feel confident about narrating the story to your audience?*
- ☞ *Have you practised the story aloud with timings?*
- ☞ *Is your voice loud, clear and well-modulated?*
- ☞ *Do you believe in the story?*
- ☞ *Have you planned your telling in a manner which will innovate your audience?*
- ☞ *Are your story aids ready and available for the session?*

TYPES OF LISTENING

- ☞ *Hearing sounds without listening to them.*
- ☞ *Listening to the speaker partially. Hearing one idea and not the rest.*
- ☞ *Following the speaker well enough to find an opportunity to express one's own idea.*
- ☞ *Listening passively usually to the same, repeated instructions, from the teacher or the parent.*
- ☞ *Listening and forming associations, word pictures, etc. in order to remember.*
- ☞ *Listening critically, noticing the emotional appeal of words.*
- ☞ *Appreciative and creative listening, with genuine mental and emotional response.*

To use storytelling in the classroom, first identify the lessons you want to teach along with stories and decide what concept you are going to convey or what issue you are going to address. Once you are clear about the concept, you will have to find a suitable story.

Finding the story:

The best stories are the ones you are already familiar with. To start with, choose a short tale. Look for stories with clear action, strong characters and a simple structure. Of course, one needs to pick a story that suits the listeners.

Preparing the lesson plan:

Make a plan for narrating your story. You can use story books and newspapers at the school library to create an innovative approach to teaching through stories.

Preparing for the telling:

First, practise to get the story line. Once the story is clear in your mind, focus on how you are going to tell it. Tell the story to as many people as possible during the week to prepare for your story session. They spend this time internalizing the critical elements of the story. While telling the story special attention must be paid to the beginnings . The introduction can tell something about the story. But, remember not to give away the plot. The teller needs to convey the feelings of the characters to the audience.

PERFORMANCE SKILLS :

Remember to...

- vary the volume, pitch and tempo of your voice .
- use your face, body and gestures.
- make your body and face respond to the tale
- have a clear focus and maintain concentration
- maintain engaging eye contact with the audience/ individual listeners
- create a charismatic presence (make the audience believe in you)
- use different, exaggerated character voices
- use your space/ be dynamic
- remember to pace yourself
- always remember to regain your style as a narrator
- use silence and pauses to add dramatic effect.

ADVANTAGES:

- ☞ *Promotes an interactive and interesting teaching-learning ambience.*
- ☞ *Helps improve the attention span of children*
- ☞ *Promotes “involvement” and “participation”*
- ☞ *Facilitates creativity in the teacher.*
- ☞ *Kindles creative imagination in children.*
- ☞ *Increases children’s willingness to communicate.*
- ☞ *Encourages active participation*
- ☞ *Increases verbal proficiency*
- ☞ *Enhances listening skills*

LESSON PLAN :

The Story of the banyan tree:

The Gods decided to send Bhumi to take care of all the living creatures. She brought banyan seeds neatly wrapped in leaves, when she landed on Earth. Soon people were born. The men had no shelter from the scorching heat of the sun. Bhumi took pity on them and planted the banyan seeds. They grew into slender trees with tiny leaves. Bhumi stretched the branches and pulled at the leaves till they came down to earth, to provide shade for men.

STORY TITLE	THE STORY OF THE BANYAN TREE
AIM OF THE STORY	To familiarize students with tropical vegetation
SUBJECT LINKS	Physical geography
STORY AIDS	Tree charts / story cloth
INTRODUCTION TO THE TELLING	Do you know that the banyan tree is also known as kalpakavriksha or the granting tree? There are three images that symbolize India-the Ganges, the Himalayas and can you guess the third (the Banyan tree)
FOLLOW-UP ACTIVITY	Project work on banyan trees-Which is the largest banyan tree in India, what kind of soil does it grow on? Find out about its flower, fruit, size, etc.

PRACTICUM

Retelling folk tales in the classroom:

Relay story telling involving many students gives scope for wider play of imagination and creativity – A story is begun and left at a crucial point for another to continue – the other has to pause at another fork of the story.

Telling stories from pictures.

Divide classroom into 10 groups and provide each group a different composite picture. Each group should write a few sentences about the picture and pass the picture on to the next group along with the chart paper. The next group should continue the story in a different colour sketch. The last group should give a suitable end or a climax to the story.

Finding the story in songs and ballads and narrating them Teacher Educator can circulate poems/ballads with story and ask each student to narrate the story imbedded in the poem/ballad in prose.

Transforming students into local historians

Students can be encouraged to talk in simple English about their local heroes, who in some way or the other have brought great good to the local community. Following questions will help children develop/construct the local history.

- Are there any interesting stories associated to the name of the place/streets?
- Is there any haunted house?
- Get information through the students about who founded the town and when?
- Get old photos of the town from the district head quarters or achievers to give scope for free discussion.

Hints :

After getting the photos and details of haunted places encourage children try historical fiction from the point of view of a citizen who might have lived there

about 100/200 years ago. Include local issues which existed during that time.

Collecting family stories

By interviewing older relatives students can give true stories of their families or those of their relatives

Puzzle Tale : Putting the pieces Together

Copy a folktale from a printed anthology and cut it up into sections or scenes. Paste each section on a separate page. Give out the sheets to students who each prepare to retell their small piece of the whole story. Assemble the story by having each student keeps the flow going as the story is told so that the performance moves along as though one person were telling it. Do a second round by giving students different sections to retell. Notice how differently students retell the same sections!

Plot Structure Scenarios :

Travel through the sections below and choose one or several elements from each. Tell, write or verbally improvise a story that utilizes all the elements chosen. For improvisational fun... put each element on a card and randomly select character, setting, problem and solution.

Characters	Environment	Time	Problem /In Trouble	Inner traits causing trouble	Inner traits giving solutions	Solution	Conclusion
girl	farm	long ago	caught stealing	is greedy	is courageous	has helped	is rewarded
boy	village	modern	told a lie	is dangerously curious	is resourceful	magical/ nonmagical	is wiser
animal	other worldly	future	saw or heard a secret	is not following advice	is imaginative	is transformed	is transformed
man	city		lost something	is lazy	is kind	discovers skills	gets a treasure
women	moun tain		was captured	is pessimistic	is generous	finds magic	lives well
idea	forest		under a spell or curse	blindly in love	is clever	uses innertraits	offers wisdom
spirit	ocean		goes to forbidden place	is enraged and seeks	is loyal	uses cleverness	
machine	desert		finds forbiddrn object	is naive and trusting	is strong		
thing			has enemy	is clumsy	is optimistic		
plant			Is undervalued	is foolish			

Ask student teachers to fix a topic for the story that emerged.

After the story telling is over, we can ask students to identify values represented in the story.

Activities

Linguistic Activities

1. *Descriptive of the change from emotive, introvert into extrovert and cathartic.*

Follow up activities

Ask student – teachers to recall naming words, action words, describing words

words – repeated- Repeated how many times?

sentence that made a turning print

Creativity - Ask students to think of a different end for the story.

What would you have done if you were the hero/heroine of the story ?

Prepare sentence strips from the story and also from some other text and mix them.

Ask them to remove strips which are unrelated to the story.

III. CREATING SITUATIONS FOR DIALOGUES

A language isn't just a 'subject' in the sense of a package of knowledge. It is not just a set of information and insights. It is a fundamental part of being human. There are plenty of classroom activities which provide an extremely useful combination of real communication and quite deliberate rehearsal of a clearly identified set of fairly restricted material. They can involve any of the four skills' of listening, speaking, reading and writing, but their greatest contribution at primary level is probably in the field of spoken interaction between children.

Trainee teachers- By working systematically through the materials in the book and applying them directly in the preparation of lesson plans, in micro-teaching sessions and actual

demonstration lessons, students will acquire a wide range of accurate, authentic and idiomatic classroom phrases that will be of value throughout their teaching careers.

Teachers in the field- It is assumed that this group will already have attained a certain level of classroom competence, although experience suggests that there may be recurrent inaccuracies, or even an unwillingness to use English for classroom management purposes.

OBJECTIVES	
☞	<i>To make teachers aware of some of the features of real-communication.</i>
☞	<i>To show teachers simple ways of getting students to communicate with each other in the classroom.</i>
☞	<i>To create awareness of the importance of creating situations for dialogues</i>
☞	<i>To make trainees create situations</i>

ORGANISING LANGUAGE

I. Teachers have to say many things simply to organize the lesson starting or stopping an activity, getting students to do or not to do things, etc. Much of this language consists of simple commands and instructions, which are repeated lesson after lesson; so if the teacher says them in English, students will quickly learn what they mean. Elicit from the student-teachers a range of simple classroom commands in English which could be used even with elementary students. If you like, build up a list on the board, e.g.:

Classroom Language : Simple instructions

Here are some common instructions which the class can easily understand:

- Come in.
- Go out.
- Stand up.
- Sit down.
- Come to the front of the class.
- Stand by your desks.
- Put your hands up.
- Put your hands down.
- Hold your books/pens up.
- Show me your pencil.

A number of instructions can be used at the beginning of a session

- All of you look here.
- You need pencils/rulers.
- We'll learn how to ...
- Are you ready?
- Open your books at page ...
- Look at activity five.
- Listen to this tape.
- Repeat after me.
- Again, please.
- Everybody ...
- You have five minutes to do this.
- Who's next?
- Like this, not like that.

A number of instructions can be used at the end of a session

- It's time to finish.
- Have you finished?

- Let's stop now.
- Stop now.
- Let's check the answers.
- Any questions?
- Collect your work please.
- Pack up your books.
- Are your desks tidy?
- Don't forget to bring your ... tomorrow.

Instructions can also be sequenced:

- First
- Next
- After that
- Then
- Finally

Language for Comprehension :

- Are you ready?
- Are you with me?
- Are you OK?
- OK so far?
- Do you get it?
- Do you understand?
- Do you follow me?
- What did you say?
- One more time, please.
- Say it again, please.
- I don't understand.
- I don't get it.
- Like this?
- Is this OK?

Using English in social contexts :

Instead of going straight to the textbook at the beginning of a lesson, the teacher can spend a few minutes 'chatting' to the class about topics of interest. After the very earliest stages, this can be done in English.

Give a few short demonstrations to show how this might be done.

The teacher can talk and ask questions, but get the students to give only short responses, e.g.:

T : Did you all enjoy the holiday?

S : Yes.

T : Did you? Yes, I enjoyed it, too. I went on a picnic with my family. Did you go on a picnic? Anyone?

S : Yes.

T : Who did you go with? (and so on)

The teacher can prompt individual students to talk more about things they have done, e.g.:

T : What did you do? Did you go out?

S : Yes, I went to a party.

T : A party? That's nice. A birthday party?

S : Yes, my friend's birthday. .

T : OK, tell us. . . what happened? What did you do at the party? (and so on)

- The teacher can get students to talk and ask questions, e.g.:

T : Right. Sunil went to a birthday party. Ask him some questions about it. What do you want to know? Yes?

S1 : What did you eat?

S2 : Was it a good party?

Role play techniques can be used with large classes and role plays

can be based on topics and situations in the textbook. It builds on ideas for organizing oral practise which were introduced in earlier units, especially:

Possible topics for chatting to the class at the beginning or end of the lesson

- ☞ *Things students did the previous day*
- ☞ *A piece of local news*
- ☞ *A local sports event e.g.:*
- ☞ *A football match*
- ☞ *A school performance*
- ☞ *A film on at the cinema*
- ☞ *An interesting TV program*
- ☞ *Birthday*
- ☞ *Other topics*

Communicative activities.

I. Ask the teachers to look at the examples of role play activities. Demonstrate the three activities, either act them out yourself with a colleague, or choose good teachers to do them.

Look at these examples of role play activities.

- a.** *One student imagines he/she is a farmer. Other students ask him/her questions about his/her daily routine.*
- b.** *A group of students imagine they are friends planning a holiday together. They try to decide where to go and what to do.*

(i) You have a bicycle, but the tyre is flat (gesture with hands, making a 'hissing' noise) . . . you have a puncture . . . a puncture (give translation). So . . . you must mend it. But first you need to know: Where is the puncture? Where's the hole? So, what do you do? First turn the bicycle upside down (gesture, or 'draw on the board) . . . (and so on).

- (ii) After the demonstration, ask students how well they understood. If you have been successful, they should have understood everything. Discuss the techniques you used to make the explanation easier to understand.

EXPLANATIONS

Giving simple explanations

- Most of the language we need for organizing the class consists of simple expressions which can be used again and again - this provides an easy opportunity to use English. However, teachers do not only need to give simple commands and instructions to the class. Often they need to use more complex language, for example when explaining a new word or a grammar point, or explaining how an activity works. If the teacher can give these explanations in English it will provide very useful listening practise for the class; but of course the explanations must be as simple and clear as possible, so that the students understand. Show how this can be done by giving two short demonstrations.

Demonstration

- (i) Explain how to mend a bicycle tyre. Read out the explanation below, speaking in such ways that teachers will not easily understand (uses no gestures or drawings, and speak quickly without repeating anything):

If you have a flat tyre on your bicycle, the first thing you need to do is to find out whereabouts the puncture is. So you turn the bicycle upside down and remove the inner tube with a pair of tyre levers. Then you take a bucket of water, pump up the inner tube slightly, and dip it into the water. You should see small bubbles coming out from the puncture. You can then mark the spot where the puncture is by making a small cross with a piece of chalk, after first drying the inner tube.

Using English in class

After your demonstration, discuss the purpose of 'chatting' in English in this way. Establish these points :

- It creates an opportunity for real language practise, and creates an 'English language' atmosphere in the class.
- Even more important, it establishes contact with the class, and helps students to feel relaxed and ready to learn. If we have a business appointment or meet a friend, we begin by chatting to establish a friendly atmosphere; it is just as important to do this when we meet a class of students.

Exchanging personal information

- (1) One of the easiest and most interesting forms of communicative activity in the classroom is for students to tell each other about their own lives, interests, experiences, etc. When students talk about themselves, there is a natural information gap', because everybody has something slightly different to say.
- (2)

1. Work in pairs. Ask your partner questions about his or her daily routine.	2. Communicative activities
Get up? Breakfast?	School? Lunch? Evening? Go out?

Guess the sentence

The teacher writes a sentence on a piece of paper or card. He or she does not show the sentence, but writes the basic structure on the board, e.g.:

I went (somewhere) to (do something).

Students must guess the exact sentence by asking questions, e.g.:

Did you go to school?

Did you go to the stadium?

Did you play football?

Mime

The teacher calls a student to the front and secretly gives her a sentence written on a piece of paper, which describes a simple activity. The student mimes the activity. The other students try to guess the situation.

Make these points:

- In any guessing game, it is a good idea for the teacher to stand aside and let students take over the activity
- So it might be a useful technique for a large class.
- Guessing games can also be organized with students working in small groups. The teacher gives a picture or a sentence to one student in each group, and the others in the group try to guess it. The pictures or sentences can be circulated from one group to the next, so that it will not be necessary to produce very many copies.

IV. LANGUAGE GAMES AND LANGUAGE ACTIVITIES

Language is central to the human experience allowing communication with self and others and guiding our construction of reality. Games provide an interesting way of learning any language. It develops self-confidence and skills of reading, writing, listening and speaking. Successful manipulation of games in the classroom goes a long way in improving the communication skills of students. Games can be used in many different settings. At the classroom level the games can be used to reinforce and

OBJECTIVES

At the end of the session the students will be able to-

- ☞ *Recognize the importance of games in the classroom.*
- ☞ *Use language games successfully.*
- ☞ *Participate in language games.*

PREPARATION OF GUIDELINES

As you prepare a game for classroom use, follow these basic guidelines:

- ☞ *Decide whether you need a game that can be played by one student, two or more, or by the whole class. If your class is very large, you may select teams or select representatives to play.*
- ☞ *Keep rules and scoring simple and give each game a catchy title to arouse interest.*
- ☞ *Whenever possible involve your students in developing a new game, preparing the needed materials, and evolving the rules of the game.*
- ☞ *Plan for both types of games-Those that depend on basic factual information and those that deal with opinions, feelings, and experiences with no right or wrong answers.*

support the teaching and learning of the language. There is no doubt that it also develops social skills in children.

'The need for meaningfulness in language learning has been accepted for some years. A useful interpretation of 'meaningfulness' is that the learners respond to the content in a definite way. If they are amused, angered, intrigued or surprised the content is clearly meaningful to them. Thus the meaning of the language they listen to, read, speak and write will be more vividly experienced and, therefore, better remembered.

Games can be used for review, for presenting new information, or simply for reinforcing important points in your session. Like any other method, gaming must have a specific purpose: it must relate in some way to the session. A game should complement a session - never replace it.

When to Use Games:

'Games are often used as short warm-up activities or when there is some time left at the end of a lesson Games ought to be at the heart of teaching foreign languages. Rixon suggests that games be used at all stages of the lesson, provided that they are suitable and carefully chosen.'

Just a Minute:

The first game is called "Just a Minute" and it is adapted from a radio game show broadcast over the British Broadcasting Corporation

(BBC). It was aired over the BBC many years ago and was a hit.

- Divide your students into groups. Get each group to give themselves a name.
- The objective of each group is to get as many points as possible.
- The task is to speak on a topic for a minute. The referee (the teacher) will provide the topics.
- The members of the other groups-should try to "wrestle" the topic away from the person who is speaking on it. There are three ways to do this: By indicating a) hesitation b) repetition and c) deviation.

ADVANTAGES OF USING GAMES IN THE CLASSROOM:

- ☞ *Games are a welcome break from the usual routine of the language class.*
- ☞ *They are motivating and challenging.*
- ☞ *Games help students to make and sustain the effort of learning.*
- ☞ *Games provide language practise in the various skills- listening, speaking, reading and writing.*
- ☞ *They encourage students to interact and communicate correct forms.*
- ☞ *Language games make learners use the language instead of thinking about learning the correct forms.*
- ☞ *Games can lower anxiety, thus making the acquisition of input more likely.*

HOW TO CHOOSE GAMES?

- ☞ *A game must be more than just fun.*
- ☞ *A game should involve "friendly" competition.*
- ☞ *A game should keep all of the students involved and interested.*
- ☞ *A game should encourage students to focus on the use of language rather than on the language*

(i) Hesitation: When a student pauses for too long a break, it is considered a hesitation.

(ii) Repetition: When a student keeps repeating a particular word or phrase, it is considered a repetition.

(iii) Deviation: When a student digresses, he can be faulted for deviation.

A timekeeper will ring the bell once the minute is up. The person who is speaking when the bell rings will win 10 points.

- The group with the most points is the winner.
- The teacher should determine the topics based upon the students' level of proficiency.

This game is particularly suitable for teaching oral communication skills. It is also useful as a pre-writing or pre-reading activity. It can be effectively utilised when teaching topics such as describing, narrating, expressing viewpoints, agreeing, disagreeing, and describing procedures.

The choice of topics would also depend on what is being taught in the lesson for the day. For example, if the teacher is conducting a lesson on describing people and places, s/he could provide topics such as My

SOME EXAMPLES OF TOPICS

- ☞ *My Childhood*
- ☞ *My Family*
- ☞ *My Favourite Things*
- ☞ *Ghosts*
- ☞ *My Ideal Partner*
- ☞ *Teenagers*
- ☞ *A Country I'd Like to Visit*
- ☞ *My Favourite Food*
- ☞ *If I Had Three Wishes, I'd Like*

Mother, Someone I Admire, A Teacher I'll Never Forget, My Hometown, or My School.

Whisper Circles

- **Aim :** Speaking (using a whisper), pronunciation, listening, grammar (it takes ...to do ...)
- **Notes :**
 - (1) Divide the students into groups of 7 to 10.
 - (2) Choose one leader from each group. Give the leaders the card which has the sentence "It takes about six seconds for something you drink to reach your stomach." Ask him to memorize the sentence, go back to his group and whisper what he has read on the card to the person on his right. Each person will whisper the sentence to the next person and the sentence can be said only once. The last person will say the sentence out loud. If the sentence is the same with the one written on the card, that group wins.

Missing Headlines

- **Aim :** Reading silently, reading for specific information, speaking (discussing in pairs).
- **Notes :**
 - (1) Cut out news items and their headlines from a newspaper. Paste the news and headlines on separate sheets of paper. Photocopy them.

- (2) Ask students to work in pairs. Give each pair the photocopies of the news and headlines.
- (3) Ask them to match the news headlines with the news stories.

What is there in my bag today?

Elementary

Whole class, groups, and pairs to brush up vocabulary and to practise 'there's', 'there are' (or 'have you', 'have you got')

What's in my bag today? What have I got in my bag today? (This can be the teacher's or anybody's bag).

The children guess, for instance,

There's an apple, a photograph, a mirror, handkerchief, season ticket, doll, a sandwich, etc. and the owner of the bag says : No, there isn't a doll. Or Yes, there's a . . . and brings it out and perhaps asks What colour is it? Or Is it a big. . . or a small. . . ?

There could also be pictures and models in the bag, to make the game more interesting. There's a big plane, there's a green car, there are some sweets, there's a man with a funny hat, etc. Models and pictures should be large enough for everyone to see.

Task:

Group Work

1. Divide the class into five groups and have the student trainees create their own language games. Each group has to discuss and present its game to the class .

Individual Work

2. Refer to books in the library to identify and create new games to teach areas like reading, writing, speaking, listening, vocabulary building etc.

V. USE OF LANGUAGE IN SOCIAL GATHERINGS

Scope:

Use of language cannot be confined to the four walls of a classroom. The inner talents of the students can be fully measured when they are able to use whatever they have learned in the classroom settings like social gatherings.



OBJECTIVES

- ☞ *To improve the communication skills of the students in social contexts.*
- ☞ *To enable the students to rise to the occasion on social gatherings.*
- ☞ *To make the students self-confident.*

Students get lots of opportunities to express themselves both in the campus and out of the campus.

In Campus:

Literary Association:

There are opportunities galore for students to hone in their communication skills. Literary Association meetings and various clubs like Science Club and English Club and Red Ribbon Club are some of them where they can display their skills of communication.

Task:

Divide the class into groups and have the students discuss AIDS Education and the importance of Life Skills. Let the whole class involve themselves in the discussion. Before winding up have the students present their points or view in the form of reports.

Some of the expressions to be used in the report:

- We wish to present the following -----
- We are of the opinion that -----
- We feel that -----
- It is very clear that -----
- It is obvious that -----
- There is no doubt that -----
- To conclude we wish to point out that -----
-
- In conclusion we are sure that -----

Welcome Address:

Respected Chief Guest of the day,
 respected teachers ----- and my
 dear friends-----

I wish to welcome----

On the behalf of the principal\headmaster
 and on my own behalf I wish to welcome--

I take the opportunity of welcoming -----
 -----(the invitee)

I want to extend a warm welcome to all
 the invitees and others.

EXPRESSIONS FOR INTRODUCTIONS

- ☞ *Hello!*
- ☞ *Hi!*
- ☞ *What's up?*
- ☞ *How are you?*
- ☞ *How is it going?*
- ☞ *How do you do?*
- ☞ *How are things with you?*
- ☞ *Nothing much.*
- ☞ *Happy to meet you!*
- ☞ *Pleased to meet you.*
- ☞ *Nice to see you again.*
- ☞ *It looks like ages since we last met.*
- ☞ *How do you do?*
- ☞ *It's great.*
- ☞ *See you again.*
- ☞ *Bye for now.*

Expressing Views

- I think that ...*
- I feel that*
- To my mind it is.....*
- As far as I am concerned*
- The point is that.....*
- I am of the opinion that....*
- In my opinion.....*
- I infer that ...*

Vote of thanks:

I wish to express my thanks to -----

I wish to express my gratitude to -----

My thanks are due to-----

Task:

Conduct a fake Association Meeting and have every student practise with welcome address and vote of thanks. The various expressions used can be written on the black board.

Introduction:***Meeting and greeting***

- Hameed** : Hello.
- Reena** : Hello. How nice to see you!
- Hameed** : Nice to see you too.
- Reena** : It's been ages since we met. How are you?
- Hameed** : I'm very well. How about you?

Introducing Others:

- Ravi** : Oh, Hari, here comes Vinod.
Vinod, I'd like you to meet Hari.
Hari, this is Vinod.
- Hari** : Pleased to meet you.
- Vinod** : Pleased to meet you.
- Ravi** : Vinod is joining us in the Eye Camp. He is from a local school.
- Vinod** : Yes.
- Hari** : Oh, that's great.
- Ravi** : Hari is very interested in this work. He came last year also.
- Vinod** : Oh, really.
- Ravi** : Yes.
- Hari** : Oh. I'm really happy to be here.
- Ravi** : Well, it's good to have you on board!
- Vinod** : Thanks. Thanks.

Arranging a Red Ribbon Club

- Prem** : Hello, Saleem?
- Saleem** : Yes. Prem.
- Prem** : Hi. How are you doing?
- Saleem** : Yeah, fine... fine. How are you?
- Prem** : Er... fine, fine. Look, it is a just a quick plan. I know it is a short notice, but would you be free for some consultation for organizing a Red Ribbon Club in our school?
- Saleem** : Yes. Why not? We can ask John and Kumar also to join? Well, when are we having it?

EXPRESSIONS FOR PARTING

- Bye for now.*
- See you soon.*
- Take care.*
- Hope to meet you again.*
- Good Bye.*
- Shall we meet again next week?*
- Seeing you soon.*

Prem : It is on coming Friday. We will be guided by our teachers.
Saleem : What is it about?
Prem : It is about learning life skills for our future and leading a healthy life.
Saleem : Oh! It's great .I think we are going to have a wonderful time of it.
Prem : Bye for now. Meeting you tomorrow.
Saleem : Bye.

Making an appointment

Ram : Hallo, doctor's surgery.
Vandana : Hello. I'd like to make an appointment to see the doctor, please. Dr Suneetha, please.
Ram : Right. Dr Suneetha, let's have a look. Erm... well,
 the first appointment we've got is Wednesday – one forty-five on Wednesday. Is that ok ?
Vandana : Wednesday.. no... I'm afraid that's no good. I can't make it then.
Ram : Right.
Vandana : Have you got anything earlier?
Ram : Well, we haven't at the moment, I'm afraid.
Vandana : It's quite urgent, really. I was hoping to get an appointment as soon as possible, you know. It's urgent. My grandpa has a heart problem.
Ram : Well, I will talk to the duty doctor. (After a while) please bring him at 4 p.m.
Vandana : Well, Thank you so much.
Ram : OK... It's my pleasure.



ASKING ABOUT THE VIEW OF OTHERS

What do you think?

How do you feel about it?

Do you think that.....?

What is your opinion?

Can you give your point of view?

At a birthday party

Ravi : Vinod, great to see you!
Vinod : Hi...
Ravi : Thanks for coming!
Vinod : ... you look great!
Ravi : Thank you.
Vinod : Here we are, look, that's for you.
Ravi : Oh, thanks ever so much, you shouldn't have brought a present.
Vinod : No, it's just a small thing.

- Ravi** : Well, thank you very much. Would you like a cool drink? Or coffee?
- Vinod** : No, lime juice would be great, if you've got one.
- Ravi** : Lime juice. OK - coming up! There we are - a glass of lime juice.
- Vinod** : Thank you.
- Ravi** : Great to see you! It's been a very long time!
- Hari** : I hope you're hungry. I've got some sandwiches, I've got three different types of cake, and some crisps. Do you like tea-cake or chocolate-cake?
- Vinod** : Tea-cake would be nice.

Short Speech for fluency

ADDRESS BY FORMER PRESIDENT ABDUL KALAM

My dear citizens, let us resolve to continue to work for realizing the missions of developed India 2020 with the following distinctive profile.

- A Nation where the rural and urban divide has reduced to a thin line.
- A Nation where there is an equitable distribution and adequate access to energy and quality water.
- A Nation where agriculture, industry and service sector work together in symphony.
- A Nation where education with value system is not denied to any meritorious candidates because of societal or economic discrimination.
- A Nation which is the best destination for the most talented scholars, scientists, and investors.
- A Nation where the best of health care is available to all.
- A Nation where the governance is responsive, transparent and corruption free.
- A Nation where poverty has been totally eradicated, illiteracy removed and crimes against women and children are absent and none in the society feels alienated.
- A Nation that is prosperous, healthy, secure, peaceful and happy and continues with a sustainable growth path.
- A Nation that is one of the best places to live in and is proud of its leadership.

VI. CONDUCTING INTERVIEWS

An interview is a purposeful conversation between two or more people (the interviewer and the interviewee) where are asked by the interviewer to obtain information from the interviewee. Interviews can be generally divided into two types: interviews of assessment and interviews for information.

The most common type of interview for assessment is a job interview between an employer and an applicant. The goal of such an interview is to assess a potential employee to see if he/she has the social skills and intelligence suitable for the workplace. Similar interviews are also used for admissions to schools, allotment of grants, and other areas.

Objectives

At the end of the session the students will be able to

- Understand how to conduct the interview
- Know how to use interview as a tool for improving the communication skills of the children.
- Face an interview in a successful manner

PREPARATION:

Activity for trainee students:

Cut out a wide variety of job advertisements and make copy of each advertisement. A different advertisement can be given or a smaller selection of jobs can be used and selected copies can be made.

In the class

Brainstorm questions typically used in job and write them down on the board.

BEFORE THE INTERVIEW

- ☞ *Library books*
- ☞ *Newspaper articles*
- ☞ *Talk to people who work for the company*
- ☞ *Visit their internet site*
- ☞ *Check Human Resource Department for press kit about company history*
- ☞ *The more information you know, the better you can showcase yourself!!!*

DO'S

- ☞ *Do arrive on time — Make a trial run before*
- ☞ *Be enthusiastic*
- ☞ *Do have a positive attitude*
- ☞ *Do be aware of current events*

DON'TS

- ☞ *Don't chew gum*
- ☞ *Don't give one-word, yes or no, answers*
- ☞ *Don't appear desperate*

TYPICAL IDEAS

- ☞ *Personal Details*
- ☞ *Previous work experience*
- ☞ *Previous position*
- ☞ *Career history*
- ☞ *Qualification*
- ☞ *Motivation for*
- ☞ *Applying for the job*
- ☞ *Salary*
- ☞ *Working hours*
- ☞ *Holidays*
- ☞ *Benefits*
- ☞ *Duties and responsibilities*
- ☞ *Company background*

When the students have exhausted their ideas the job advertisements are displayed and each student is instructed to choose one job which interests or appeals to her / him most.

When all the students have made their choice, put them into groups of three, and explain that two students in each group will play the role of interviewers. They should prepare questions to interview the third student (the candidate) for the job he / she has chosen.

The candidate should also prepare questions as well as background personal / career information. The students are to be told that they can invent any information which is relevant and will help their job application.

- Each interview should last five minutes and then the students from the group will play the role of candidate for the job they have chosen.

- The interviewer in each group has to be given a copy of the candidate's job advertisement, after allowing a few minutes to begin the first interviews.
- At the end of the five minutes the first groups should stop and the second interview should commence. This procedure should be continued until all the three members in the group have played the role of both the interviewer and the candidate.
- At the end of the interviews the students can be brought together and asked which candidate they felt performed well. In addition the students could be asked which question they felt difficult to answer and answer to them could be discussed in the class.

Questions to Avoid

Salary
other companies
Vacations
Benefits
Sick leave

Final Comments

Thank the interviewer.

After an Interview

Following up

Evaluate the Interview

Did you speak clearly?
Did you forget any important information?
Did you speak clearly?

Accepting the Job Offer

Ask for a day to think about the job offer
List pros and cons before you accept the job
Ask for a formal offer letter for your files
Send and keep a copy of your acceptance letter

Rejecting the Job Offer

You are offered the job, but the salary is too low. Negotiate your salary
The job isn't what you expected.
Be tactful in your response...

REHEARSAL TIME

Interview with a friend

Practise typical questions using a mirror and tape recorder

Create a 30-second "commercial" that highlights your unique talents and skills

Telephone Skills

Speak clearly

Say it with a SMILE

Repeat time and location of the interview

Dress for Success

Be conservative in dress

Dress one step above what employees are wearing

Shower and shave

Use cologne and perfume sparingly

Avoid extra jewellery if you are a lady.

AT THE INTERVIEW

Body Language

- ☞ *Good Posture*
- ☞ *Sit up straight, sit on the edge of chair, avoid crossing legs and arms.*
- ☞ *Inviting gestures*
- ☞ *Firm handshake*
- ☞ *Nodding your head indicates you are listening*
- ☞ *Eye contact indicates confidence*
- ☞ *Speak clearly*
- ☞ *Standard English, not slang*

Activity for children

This example shows class surveys followed by diagrammatic representation of the results. It is simultaneously involving activity which builds on the children's desire to talk to each other. It also provides them with a good reason to get out of their seats.

Language focus in this example

Months

Materials required

Name	January	February	March	April	May	June	July	August	September	October	November	December
Total												

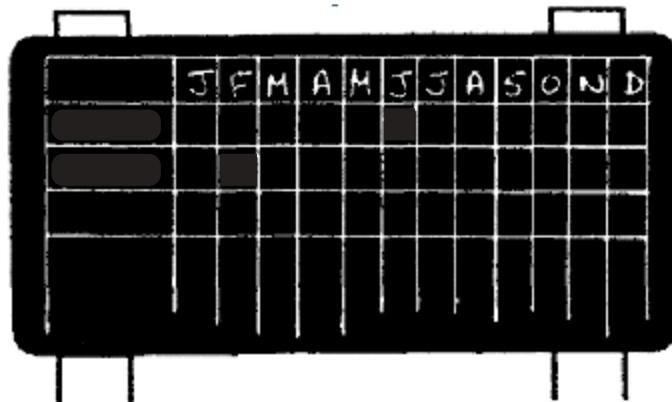
Preliminary Work-

- It is better if the children are already familiar with the months of the year and with the question 'When is your birthday?'
- Set the scene in the previous maths lesson by telling the children that you are going to conduct a survey in the English class so that you can use the results in maths.
- At the beginning of the English lesson, remind the children that you are going to do a survey involving Mathematical skills. (Remember that the children will see the integration of other subjects with English in course of time)

You need an interview chart for each child, as in the example below.

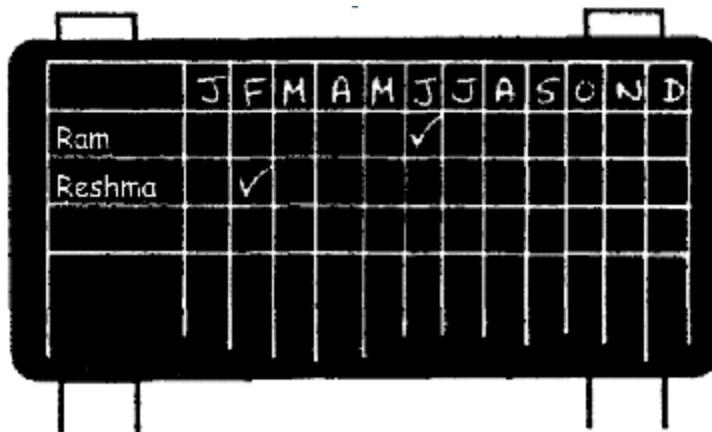
Suggested procedures

- Write the first letters of the months on the board and give the class a little repetition and accuracy practise in saying them.

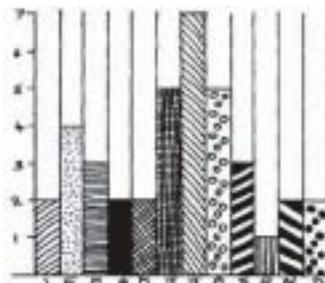


- Now remind the children of the question they will need:
Teacher : My birthday is in July. When is your birthday, Sheela.
Anna : December.
Teacher : Raghu, when is your birthday?
Paul : April.
- Draw the chart framework round the prompts.
- Interview a couple of children yourself, filling in as you go.
- Do a third, this time getting one of the children to ask the question and fill in the answer on the board.
- Now the class is probably ready to start on their own. Issue the charts to the class or get the children to draw their own.
- Let the children move around the room interviewing each other.

After they have finished, collect in the charts so that you do not have to rely on the children keeping them safe until you need them in the maths lesson. In the maths lesson, you can then show them how to draw their own chart like the one below.



- This is an integrating activity which you can use even if you are not a class teacher and therefore only see the children for language lessons. There is no reason why you should not do the follow up maths charts in your language class if you want to, although you are in a position to coordinate what you do with the other teachers of the same class so much the better.
- There is only one quick question and answer in this example so it will not take the children very long to interview the whole class if necessary.
- It does not have to be a pie chart or a block graph. Why not get the children to devise their own way of recording the information they have discovered?



Interview Activity for children

This activity helps children develop a sense of identity by giving them some understanding of important past events in their lives. The activity also helps children develop self-confidence in, speaking in front of groups.

Begin the project by discussing what an interview is with the class. Encourage the children to watch interviews on television news shows.

INTERVIEWS

Provide a copy of the Interview sheet for each child. You might also make a large chart with the interview questions printed on it and hang it in a place where all the children can read it. If necessary, add drawings to help beginning readers "read" the questions. Allow frequent opportunities for the children to interview each other (and you!). The children might also take copies of the interview sheet home so that they can interview family members and family members can interview them.

INTERVIEW

Interview someone you'd like to know more about. Write the answers on this form. Also think up three questions of your own to ask the person. Write the questions and the person's answers on the back of the copy of form given below. The students who come-up with different and interesting questions and thought - provoking responses can be appreciated.

Interviewer _____

Person Interviewed _____

1. Could you please say something about your school days?
2. Where do you live?
3. Could you say something about your parents?
4. How do you spend your leisure at home?
5. What is your favourite TV show?
6. Why do you like it?
7. What is your favourite dish?
8. Which place do you frequent?
9. Why do you like to go there?
10. Who is your role model in life?
11. How did you become a successful businessman, scientist, dancer, teacher, IT professional, police officer / doctor?
12. Would you like to give any advice to the young children?

VII. TELEPHONE ENGLISH

Learning how to communicate well on the telephone is one of the top priorities for many students who need to use English at work. Learning the common phrases that are used on the telephone helps students know what to expect. However, what students often need most is practise, practise, and more practise. While helpful, practising a role-play in the classroom is not always the best way to improve telephoning skills.

Telephoning requires special skills as there are a number of difficulties that arise when telephoning that are specific to telephoning. The first and foremost difficulty is not being able to see the person you are communicating with. This lack of visual communication often makes students, who can communicate quite successfully in other situations, nervous and thereby hinders their communicative abilities. Added to this the typical hectic pace of business communication, and you have a particularly difficult situation.

This feature includes a number of ingredients to improve telephoning skills. Included you will find specific telephoning

phrases, telephoning techniques to improve confidence when telephoning and telephoning practise exercises for use with your colleagues in the classroom.

Telephone role plays:

Speaking English on the telephone is difficult for learners for many reasons and even high level students often feel uncomfortable with the unpredictability of telephone conversations. These role cards present a series of simple situations for pre-intermediate and intermediate level learners, working in pairs. They could also be used for higher levels, who should be encouraged to elaborate on the conversations and make them more natural.

These cards can be exploited as practise after looking at telephone language, as a spontaneous speaking exercise, or as a diagnostic for you to see what your learners need know.

Preparation

If you are using these cards for practise, you will need to have prepared your students with some common telephone expressions

Before the class, prepare enough photocopies of the role cards for each pair of learners to try each role-play situation - there are 10 in all.

Procedure

- Put the learners into pairs.
- If you can, organise pairs of chairs back to back. If not, ask learners to stand back to back. This means they cannot see their partners' faces or gestures.
- Hand out pairs of role cards, e.g. 1a and 1b, to each pair. Demonstrate one situation with two volunteers if you wish.
- Ask your learners to role-play each situation. As they finish one situation, take the cards back and give them another. Don't worry if some pairs finish quickly - some situations are shorter than others.
- Keep this rolling role-play going as long as you wish. Monitor and note mistakes or interesting language for discussion afterwards.



OBJECTIVES

- ☞ *To enable students to understand telephone conversation.*
- ☞ *To enable students to communicate with telephone effectively*
- ☞ *To enable students to make use of telephone conversation method in the classroom situation*

TELEPHONE LANGUAGE AND PHRASES IN ENGLISH

Answering the phone

- Good morning/afternoon/evening, Madras Enterprises, Premila speaking.
- Who's calling, please?

Introducing yourself

- This is Raghavan speaking.
- Hello, this is Raghavan from Speak International.

Asking for someone

- Could I speak to Mr. Raman, please?
- I'd like to speak to Mr Raman, please.
- Could you put me through to Mr Raman, please?
- Could I speak to someone who ...

Explaining

- I'm afraid Mr. Raman isn't in at the moment.
- I'm sorry, he's in a meeting at the moment.
- I'm afraid he's on another line at the moment.
- Putting someone on hold
- Just a moment, please.
- Could you hold the line, please?
- Hold the line, please.

Problems

- I'm sorry, I don't understand. Could you repeat that, please?
- I'm sorry, I can't hear you very well. Could you speak up a little, please?
- I'm afraid you've got the wrong number.
- I've tried to get through several times but it's always engaged.
- Could you spell that, please?

Putting someone through

- One moment, please. I'll see if Mr Raman is available.
- I'll put you through.
- I'll connect you.
- I'm connecting you now.

Taking a message

- Can I take a message?
- Would you like to leave a message?
- Can I give him/her a message?
- I'll tell Mr. Raman that you called
- I'll ask him/her to call you as soon as possible.
- Could you please leave your number? I shall ask him to get back to you.

- Ask each student to write out notes for a telephone conversation that they would typically have with a native speaker. Example: Order 500 Litres of oil address: Student's Company Address - Telephone/Fax: Student's Telephone/Fax, etc.
- Ask students to choose another student who should respond to the call for which he/she has written notes.
- Stress the fact that students need to understand and take note of everything crucial. If they do not understand they need to ask you to repeat, tell you to speak more slowly - anything that is needed to understand.

Role Playing Suggestions

Here are some role plays for you to use in practising your telephone English.

Requesting Accommodation

Student A:

Choose a tourist spot in your country. You are going to travel to this place on an education tour the next weekend. Telephone the school nearby for accommodation of the students following:

- Educational tour for two days
- Accommodation for 50 boys and 50 girls
- Food and boarding
- Bus services and distance from the school

Product Information

Student A:

You need to purchase six new computers for your school. Call JA's Computer World and ask for the following information:

- Current special offers on computers
- Computer configuration (RAM, Hard Drive, CPU)
- Guaranty
- Possibility of discount for an order of six computers

Student B:

You work at JA's Computer World. Answer student A's questions using the following information:

- Two special offers: Multimedia Monster - with latest Pentium CPU, 256 RAM, 40 GB Hard Drive, Monitor included -Rs 20000 AND Office Taskmaster - cheaper CPU, 64 RAM, 10 GB Hard Drive, Monitor not included - Rs 15,000
- 1 Year guaranty on all computers
- Discount of 5% for orders of more than five computers

Leaving a Message

Student A:

You want to speak to Mr Gopal about your account with his Bank. If Mr.Gopal isn't in the office, leave the following information:

- Your name
- Any Telephone Number (or use your own). Give two numbers if necessary.
- You can be reached until 5 o'clock at the above number. If Mr Gopal calls after 5 o'clock, he should call the second number you have given.

Student B:

You are a receptionist at W&W. Student A would like to speak to Ms Reka, but she is out of the office. Take a message and make sure you get the following information:

- Name and telephone number - ask student A to spell the surname
- Message student A would like to leave for Ms Reka
- How late Ms Reka can call student A at the given telephone number

Exercises for Practising Speaking on the Telephone

The most important thing about practising telephone conversations is that you shouldn't be able to see the person you are speaking to on the phone. You may ask, 'How can I do that if I am practising with a friend or another classmate?' Here are a few suggestions for practising phone calls without looking at your partner:

- If you are in the same room - Put your chairs back to back and practise speaking on the phone, you will only hear the other person's voice which will approximate a telephone situation.
- Use the telephone - This is pretty obvious, but really not used that often. Give your friend a call and practise various conversations (role plays).
- Use internal office phones at work - If your class is on site (at the office) go to different offices and call one another practising conversations. Another variation is for the students to go into another office and have the teacher telephone them pretending to be a native speaker in a hurry. It's then up to the students to make sure they have communicated what they need, or understood what the caller wants.
- Tape yourself - If you are practising alone, tape standard answers and then practise using the tape recorder stopping and starting to simulate a conversation.

Telephoning

Mobiles

In small groups, discuss the advantages and disadvantages of mobile phones. (Elicit some ideas and write them in two columns on the board.)

In the same groups, discuss your mobile phone deal and find out whose is the best value.

Telephone messages

Work in groups. I'll give each of you a situation to leave a message about on an answering machine. Write the message making up any necessary details. Then take turns to say the situation and read out your message. The rest of you, note down the details of the message such as the name and phone number of the caller, dates and times, why he/she has called, etc.,

- Inviting a friend to a birthday party
- Ordering flowers for Independence Day Celebration
- Reserving a seat at the railway station
- Calling a plumber for repair work at the hostel

Mobiles

In small groups, discuss the advantages and disadvantages of mobile phones. (Elicit some ideas and write them in two columns on the board.)

In the same groups, discuss your mobile phone deal and find out whose is the best value. (If only one or two students have got a mobile phone, do this activity in open class.)

Exploration:

- What are the attention-getting devices normally used by a teacher in his\her classroom?
- Written forms of English may have a place in classroom communication. Can you think of some such forms?
- Classroom English is a pedagogic form of communicative English. Why? How?
- What do you say when you are late?
- If the students are about to jump up and run before the bell rings in the evening what can the teacher say?
- Should language teachers be competent in making games, puzzles, riddles and mazes ? Why? How?
- Do you think telephoning can be taught in the classroom setting ?
- Frame a story from a recent incident that has affected you most.
- Are there any principles in making a game?
- Write a lesson plan for the following story?
- How will you give welcome address at an eye camp conducted by the students?
- Prepare a vote of thanks for a Red Ribbon Club.
- Prepare a feedback form for the Red Ribbon Club.
- Write a lesson plan for the following story

Just One Question:

One day a scholar came to the court of Emperor Akbar and challenged Birbal to answer his questions and thus prove that he was as clever as people said he was. He asked Birbal, 'Would you prefer to answer a hundred easy questions or just a single difficult one?' Both the emperor and Birbal had had a difficult day and were impatient to leave.

"Ask me one difficult question", said Birbal. "Well then, tell me." said the man, "Which came first into the world, the chicken or the egg?"

"The chicken", replied Birbal.

"How do you know?" asked the scholar, a note of triumph in his voice.

"We had agreed you would ask only one question and you have already asked it," said Birbal, and he and the emperor walked away leaving the scholar gaping.

References

www.presidentofindia.nic.in



UNIT - 3

LISTENING AND SPEAKING

Scope:

It is said that a person is judged by the way he/she speaks. Skills of communication are most necessary while carrying on a conversation. Often between what is said and what is meant, there is a gap that creates misunderstanding. Language is such a powerful tool in the hands of individuals that they should be made conscious of how best to use it.

GENERAL OBJECTIVES

By the end of the unit the trainee teacher will:-

- ☞ *know the importance of listening*
- ☞ *become an efficient listener*
- ☞ *acquire the features of speech*
- ☞ *practise listening inside and outside the classroom*
- ☞ *get moulded as an efficient communicator*

Language is best learned through language use as an unconscious process. The stress is on communication as a means to the mastery of the language. What we are dealing in this unit is not 'English for Communication' but 'English through Communication'. Not "learn English so that you will be able to do and say things later"; but "say and do things now, so that as a result you will learn English".

(i) Listening and Speaking Skill

Generally, classroom teaching focuses on the skill of reading and writing. We must understand that 'Speech is Primary'. We must try to develop the skills of listening and speaking first. These can be used to promote other language skills. Like reading and writing, speaking practice helps consolidate what has been learnt, besides increasing fluency.

Speaking is a productive skill that involves genuine exchange of information.

'Listen' means 'to pay attention to'. Hearing is not the same thing as Listening.

Hearing is the involuntary physical process of sensing, whereas listening is the voluntary mental process of perceiving. This distinction between hearing and listening allows you to identify listening as a unique skill. Listening is a receptive skill that involves three basic stages - Learning, Processing and Evaluating.

Be a good listener, following these tips and become a successful communicator. A manager used to tell his people, "Do not listen to what

TIPS FOR EFFECTIVE LISTENING

- ☞ *Assimilate and process information*
- ☞ *Be attentive*
- ☞ *Maintain eye contact*
- ☞ *Stay focussed*
- ☞ *Focus on content*
- ☞ *Listen completely*
- ☞ *Avoid emotional involvement*
- ☞ *Avoid distractions*

I am saying, listen to what I want to say". Yes, it is not all, if you merely listen to spoken words. You have to go beyond the spoken words and listen to the unspoken ones and also the body language and the emotional content of the word.

(ii) Listening Tasks

The first and foremost important skill in acquiring the new and second language is listening with understanding. For the children to get exposure to listening to language, the teacher should speak the target language in the class. She/he has to provide the children with plenty of listening experiences. It is unfair to expect children to speak when the teacher does not speak fluently in the target language. However, students could be encouraged to listen to English news bulletins in Radio and TV to supplement classroom English.

Example Tasks

Task 1

- Listen to the sentences in order - one, two, ...
- Put the correct numbers in the apt box.

- Eg.** 1. The boy is behind the house.
 2. The ball is in front of the house.
 3. The frog is on the table.
 4. The squirrel is under the chair.

Continue saying sentences and let the learners fill in all the boxes with the sentence number (Record the instructions and play in the classroom for the children to mark. Use it as a practical work).

Task 2

Listen and Find

Something small, such as a button, is hidden in a fairly inconspicuous place. One pupil has been outside the room, and now appears at the door to be 'instructed' by the others. Each pupil gives one instruction, for instance :

- walk 6 steps forward
- now walk another 2 steps
- turn to the left
- go up to Hema's desk
- turn to the right
- look under the desk

Task 3

Do it quickly

About 6 pupils face 6 others, who in turn give commands to them as quickly as possible (each pupil should have one ready). All six obey the commands at the same time. If one makes a mistake, he or she drops out and is replaced by the pupil who last gave a command.

The teacher is the judge of what commands are both reasonable and in appropriate English, but if some of them raise laughter so much the better.

Ex. Touch your nose; touch your shoes; turn round three times; shake hands with each other; fold your arms; brush your hair, smile brightly.

Task 4

Recognition of Sounds

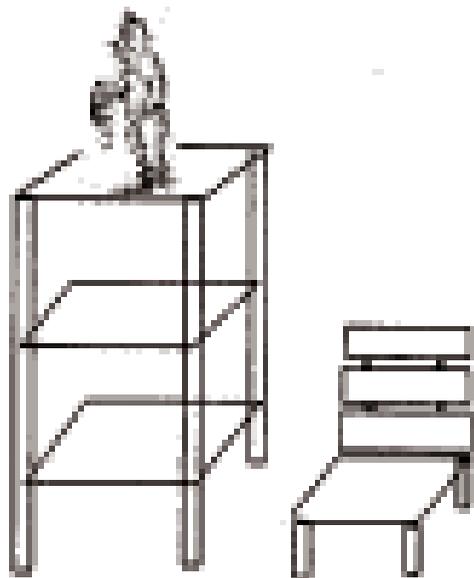
Listen to the tape for sound effects. First attempt to identify the sounds. Then try to describe the sounds using words.

After listening to the sounds, the class can build up a story, which incorporates sound effects in the order in which they have been heard, with a rich description.

Task 5

Draw what I say

Ask the children to draw a shelf and a chair. Give instructions to them to draw pictures and to put things where they belong.



Draw

- | | | |
|---------------------|---|---------------------|
| a doll / teddy bear | - | on the top shelf |
| a pair of shoes | - | under the shelf |
| a cricket bat | - | on the bottom shelf |
| a hat | - | on the chair |
| a clock | - | above the chair |
| books | - | on the middle shelf |

Devise listening tasks with the following characteristics.

THE ACTIVITY

- ☞ *must really demand listening.*
- ☞ *must not be just a memory test.*
- ☞ *should be realistic or useful in some way.*
- ☞ *must actively help children to improve their listening.*
- ☞ *should be interesting for the student to participate.*
- ☞ *Set the task, before listening starts.*

Example

Listen and respond to what the teacher says.

Scars

- Bring back to your mind the story of a scar that you have or that a close relative of yours has.
- Tell the students your scar story. If it is about a scar of yours that is showable, let them see it.
- Invite the group to think of how they got whatever scars they have.
- Give them a few minutes to tell his/her story.
- Help with words, and write any accident related vocabulary on the board, (e.g.) wound, bandage, stretcher, stitches, operate. Write the words, actually needed by the narrator.
- Ask three or four more people to tell their scar stories to the whole class and build up further vocabulary on the board.

iii. English Speech Sounds

“There are snakes in the hole. You are welcome to eat them”.

This is the voice raised in a meeting hall. How horrified the participants were! Later on it was realized that “There are snacks in the hall. You are welcome to eat them”. See, how the change in a single sound brings about great difference in meaning. Read the sentence given below.

“All chaps met my aunt on account of making cakes”.

Just pick out the words with the letter ‘a’ and read them.

all	:	/ɑ:/
chaps	:	/æ/
aunt	:	/ɑ:/
account	:	/ə/
making	:	/ei/
cakes	:	/ei/

Have you found different sounds produced by the letter ‘a’ ?

See, **one letter** produces **different sounds**. Read the words given below.

fear, photo, laugh

Have you noticed that the **same sound** is produced by **different letters**?

Do we pronounce the underlined letters ?

palm dumb

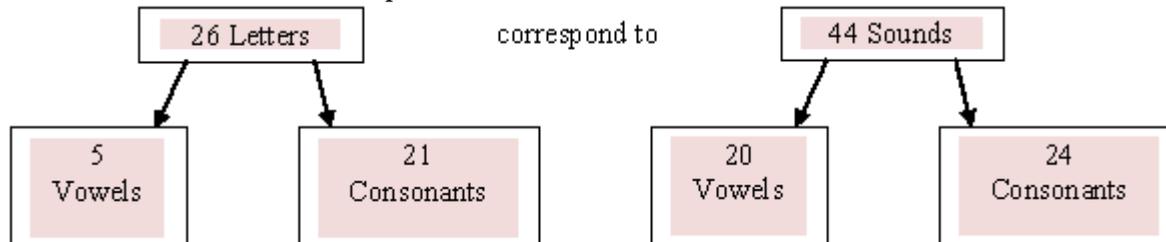
There are silent letters in English.

So what do we arrive at now ?

There is no one to one correspondence between the spelling and pronunciation.

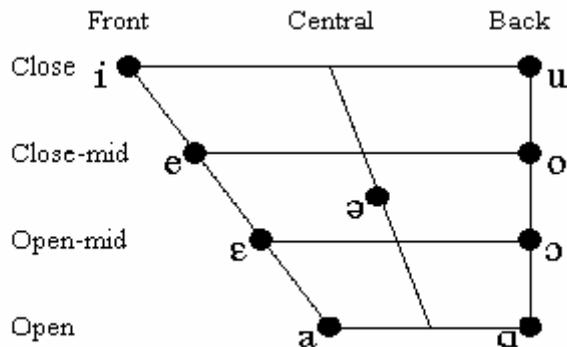
In Tamil the knowledge of alphabet alone is enough to read. But in English, it demands the knowledge of sounds too.

The reason is 26 letters represent 44 sounds.



Such interesting specialties motivate us to have a clear idea about the sound system in English.

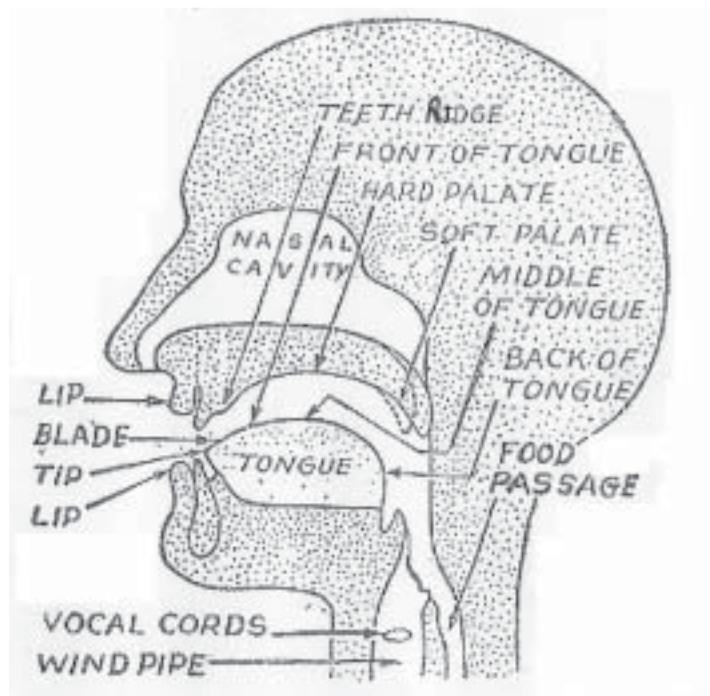
Vowel Chart



The organs of Speech

How do we speak ? By producing sounds that make up words.

How do we produce sounds ? We don't know. But why should we know ? In order



to learn, teach and use a language effectively and purposefully, a basic knowledge of technical aspects such as how, when and where a sound is produced is essential. To know these things, we must have some idea of the organs of speech.

The organs helpful in the production of speech are called organs of speech.

How does a flutist produce music on his flute ? He blows out the air through the blowhole and this air is modified by stopping and opening the other holes on his flute by his fingers. Sweet music is produced. This is true with the speech sounds too. How ?

The stream of air that comes out of the lungs through the trachea (wind-pipe) to the mouth, is modified on its way by some of the organs of our body like the nose, lips, teeth, tongue, etc.

Now let us practise the sounds through interesting tasks.

Task 1

Phonemic Chart

i:	ɪ	ʊ	u:	ɪə	eɪ		
e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	
æ	ʌ	ɑ:	ɜ	eə	aɪ	au	

Vowel sounds

p	b	t	d	k	g	tʃ	dʒ
f	v	θ	ð	s	z		ʒ
m	n	ŋ	h	l	r	w	j

Consonant sounds

These are symbols that help you to identify and produce the sounds properly. Using a pencil, just tick the symbols that are familiar to you.

Completed ? 2 in vowel sounds and 17 in consonant sounds. You are exactly correct. The 19 letters in English alphabet are used as symbols. The obvious difference is all the 44 symbols are written within slashes.

Example. /I/, /e/, /p/, /b/

Task 2

Write all the 44 symbols within slashes.

Symbols that are similar to the letters are not written in capitals.

Symbols can't be joined as we write letters. They should be written apart.

CONSONANT SOUNDS

There are 24 consonant sounds in English represented by 21 consonant letters. The consonants in English include plosives, fricatives, affricates, lateral, a frictionless continuant, nasals and semi-vowels according to the place and manner of articulation.

Plosives

Table - 1

Plosive	Initial Position	Medial Position	Final Position
/p/	p <u>it</u>	ap <u>pp</u> le	tip
/b/	<u>b</u> it	rab <u>bb</u> it	lab
/t/	<u>t</u> alk	bu <u>tt</u> er	fe <u>tt</u>
/d/	<u>d</u> ull	bla <u>dd</u> er	gl <u>dd</u>
/k/	<u>k</u> it	ro <u>ck</u> et	du <u>ck</u>
/g/	g <u>iv</u> e	ag <u>o</u>	mu <u>g</u>

First listen, and then repeat after the teacher, what is given in the table.

Example : /p/ as in pit, apple and tip

Can you feel the main organs involved in producing these sounds?

- /p/ and /b/ - lips
- /t/ and /d/ - tongue and teeth ridge
- /k/ and /g/ - back of the tongue and soft palate

Have you heard the exploding noise, while producing these 6 sounds ?

Plosives are consonant sounds produced with complete closure of air stream at some point in the vocal tract and released with exploding noise.

Fricatives

Latin ‘fricare’ means ‘rub’.

Table - 2

Fricative	Initial Position	Medial Position	Final Position
/f/	<u>f</u> eel	diff <u>er</u>	stuf <u>f</u>
/v/	<u>v</u> ain	li <u>v</u> er	grave <u>v</u>
/θ/	<u>th</u> ink	meth <u>th</u> od	cloth <u>th</u>
/ð/	<u>th</u> e	fat <u>th</u> er	cloth <u>th</u> e
/s/	<u>s</u> it	poss <u>ss</u> ible	gas <u>s</u>
/z/	<u>z</u> ip	raz <u>zz</u> or	rose <u>z</u>
/ /	<u>sh</u> oe	ass <u>ss</u> ure	dash <u>sh</u>
/ʒ/	-	leis <u>zz</u> ure	garage <u>z</u>
/h/	<u>h</u> ot	<u>h</u> ead	-

First listen and then repeat after the teacher, what is given in table - 2.

Example : /f/ as in feel, differ and stuff.

Task 3

Pronounce each sound and prolong it as /f/...../v/.....

Can you continue successfully ?

These fricatives are continuants, whereas plosives are not.

Find how ?

Produce each sound, keeping your finger along your lips. What happens? Can you feel air passing through, with audible friction ? Yes.

Fricatives are consonants, which are made by narrowing the air passage at some point, so that when the air is forced through, there is some frictional noise or hissing sound.

Can you feel the obvious position of organs that produce friction?

- /f/ and /v/ - lower lip and upper teeth
- /θ/ and /ð/ - tip of the tongue between upper and lower teeth
- /s/ and /z/ - tip of the tongue in gentle contact with alveolar ridge
- / / and /ʒ/ - the tip, the blade and the front of the tongue raised towards the hard palate
- /h/ - produced at the glottis (Sound of pure breath)

Practise the pairs

f <u>er</u> ry	-	v <u>er</u> y	s <u>in</u> k	-	z <u>in</u> c
f <u>a</u> n	-	v <u>a</u> n	s <u>ea</u> l	-	z <u>ea</u> l
f <u>i</u> ne	-	v <u>i</u> ne	s <u>i</u> p	-	z <u>i</u> p
f <u>a</u> rce	-	v <u>a</u> se	b <u>u</u> s	-	b <u>u</u> zz

In these 9 sounds,

/ʒ/ is a rare sound even in English. It never occurs in initial position and /h/ never occurs in final position.

Say the following words :

What
When
Where
Why

} Is 'h' pronounced?

Refer to the Dictionary and find whether 'h' is pronounced in the following words. **exhibit, exhaust, vehicle, hour, honest, honour.**

'h' is silent in a few 'wh' combination, xh cluster and in words of French origin.

Affricates

Table - 3

Affricate	Initial Position	Medial Position	Final Position
/tʃ/	ch <u>e</u> ap	punct <u>u</u> re	beach <u>h</u>
/dʒ/	je <u>ep</u>	larg <u>e</u> st	ridge <u>g</u>

Listen and repeat the words after the teacher.

Can you feel 2 sounds in one symbol ?

A plosive is gliding towards a fricative.

Task 4

Say aloud substituting /tʃ/ with /dʒ/. Write the words too.

chain	-	jane		batch	-	
choke	-			etching	-	
chin	-			riches	-	

Affricates are consonant sounds which begin as a plosive and then pass into the corresponding fricative.

As they combine the qualities of plosives and fricatives, they are called Consonantal Diphthongs.

Lateral : Table - 4

Lateral	Initial Position	Medial Position	Final Position
/l/	<u>l</u> amp	vol <u>l</u> ey ball	fi <u>ll</u>

Task 5

Say 5 sets of words each with the sound /l/, at initial, medial and final position.

Refer to the dictionary and find the phonetic script for the following words.

palm, calm, realm, balm, psalm, film.

What have you found ?

Nasals

Table - 5

Nasal	Initial Position	Medial Position	Final Position
/m/	<u>m</u> at	rum <u>m</u> our	pal <u>m</u>
/n/	<u>n</u> et	an <u>n</u> y	thi <u>n</u>
/ŋ/	-	singer	si <u>ng</u>

Listen to and repeat the words after your teacher.

Is your nose involved in producing these 3 sounds ?

Nasals are sounds uttered through the nose.

/ŋ/ - never occurs in the initial position.

Task - 6

Pronounce and underline the letters that give the corresponding sound.

- /m/ - man, summer
- /n/ - sun, banner
- /ŋ/ - sing, zinc, thank, anxious

Even though the letter doubles in spelling, no doubling of sounds in pronunciation.

Semi Vowels

Table - 6

Semi Vowel	Initial Position	Medial Position	Final Position
/j/	y <u>ell</u>	f <u>u</u> se	-
/w/	<u>w</u> ell	po <u>w</u> er	-
/r/	<u>r</u> oam	car <u>r</u> iage	-

Listen to and repeat after your teacher.

Have you noticed the last column in the table ? These 3 sounds never occur in the final position at all.

Read these words aloud :

purse	fracture
earn	tractor
world	ration
hard	distraction
mark	grumble
Silent 'r'	Pronounced 'r'

When 'r' is followed by a vowel sound, it is **Pronounced**.
 When 'r' is followed by a consonant sound, it is **Silent**.

“Our teacher asked us to sit in the rear end of the cabin”.

(S) (P) (P)

Semi Vowels are sounds that are partly consonants and partly vowels. They are vowels by production and consonants by usage.

Whenever 'r' is followed by a vowel sound, without a pause, it is pronounced.

Task 7

Now we are familiar with 24 consonant sounds. Pronounce each sound , putting your fingers on your throat or closing your ears with your fingers or keeping your palm over your head.

For example :

take /k/ and /g/

Pronounce /k/ - closing your ears - you won't feel vibration.

Pronounce /g/ - closing your ears - you'll feel vibration.

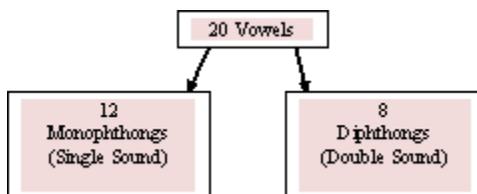
So, /k/ is voiceless and /g/ is voiced.

Make a table of 24 sounds and record your findings as below.

Sounds	Voiced	Voiceless
/k/	✓	
/g/		✓

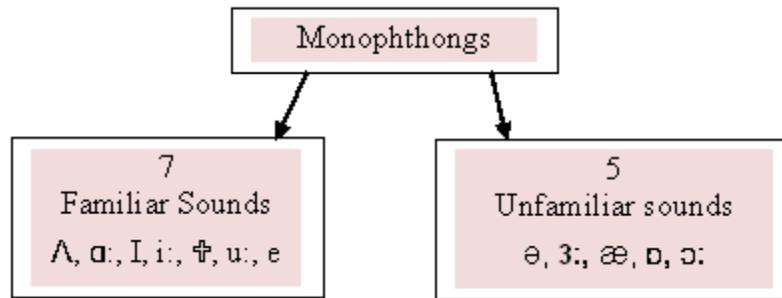
Till now we have seen the consonant sounds that occupy the marginal positions. The knowledge of consonants alone is not enough to read the sounds. Consonants and vowels together make words. So, let us learn the vowel sounds and try to transcribe words.

VOWEL SOUNDS : Vowels are sounds produced without any obstruction anywhere in the vocal tract, whereas Consonants are produced with obstruction somewhere in the vocal tract.



Monophthongs

Out of 20 vowel sounds 12 are monophthongs or pure vowels. In these 7 are similar to the vowel sounds in Tamil. The other five are different.



5 vowel letters give 20 vowel sounds. That is why different spellings to the same sound and different sounds by the same spelling.

Let us pronounce and transcribe, with the help of a Pronunciation Dictionary.

1. /ʌ/ - as in cut, cup, come, son, bun

If we take 'son', the first consonant sound is /s/, the last sound is /n/. The middle one /ʌ/. Put together it is /sʌn/.

Pronounce and transcribe using the right consonants.

<u>bun</u>	-	/	/
<u>blood</u>	-	/	/
<u>young</u>	-	/	/
<u>does</u>	-	/	/
<u>ton</u>	-	/	/

2. /ɑ:/ as in art, park, arm, farm.

Pronounce and transcribe the following words.

<u>pass</u>	-
<u>mark</u>	-
<u>clerk</u>	-
<u>laugh</u>	-

Practise and add more.

/bɑ:t/	-	/bɑ:d/
/kɑ:t/	-	/kɑ:t/
/dɑ:ns/	-	/dɑ:ns/
/bɑ:k/	-	/bɑ:k/

3. /I/ as in ink, lip, nib, pin

Write the symbols for the sounds.

<u>sin</u>	-
<u>city</u>	-
<u>women</u>	-
<u>biscuit</u>	-

The number of sounds and letters differ.

e.g.
biscuit - 7 letters
/biskit/ - 6 sounds

4. /i:/ as in east, bee, key. /i:/ is a long vowel. Say the words aloud and transcribe.

: denotes long sound.

<u>be</u> ast <u>key</u> <u>see</u> <u>Caesar</u> <u>recei</u> ve <u>belie</u> ve <u>quay</u>		Practice and add more. /fɪl/ - /fi:l/ /rɪp/ - /ri:p/ /bɪt/ - /bi:t/ /wɪp/ - /wi:p/ /hɪp/ - /hi:p/ /hɪl/ - /hi:l/
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5. /ʊ/ as in put, foot, cook, look. Transcribe the following words.

- bush -
- wolf -
- good -
- could -

6. /u:/ as in move, pool, rule, soup, blue, drew, fruit.

Transcribe and add to the pair (With the same spelling).

- /mu:v/ - /pru:v/
- /pu:l/ - _____
- _____ - _____
- _____ - _____
- _____ - _____
- _____ - _____
- _____ - _____

For your practice.

- /fʊl/ - /fu:l/
- /pʊl/ - /pu:l/
- /rʊpi/ - /ru:bi/

7. /e/ as in any, pen, hen.

Say the words aloud and find out the spellings that give the sound /e/.

The sound /e/.

- men -
- head -
- many -
- leopard -

Eg. e,,,

Task 8

Let the teacher say 20 words and the students classify in the right column.

/ʌ/	/ɑ:/	/ɪ/	/i:/	/ʊ/	/u:/	/e/

Let us consider the sounds different from Tamil ones.

- 8. /æ/ as in apple - /æpl/ ant - /ænt/**
You can continue. Write the spellings.
- | | | | |
|------------------|---|---------|---|
| s <u>a</u> ng | - | /æŋgl/ | - |
| pl <u>a</u> it | - | / mæn/ | - |
| mat | - | /æ / | - |
| c <u>a</u> ttle | - | /æs/ | - |
| rat <u>a</u> lle | - | /mæntl/ | - |
| band | - | | |

- 9. /ə/ as in teacher, father, mother, ago, about.**
Transcribe the words and say them aloud.

- | | | | | |
|-------------------|---|------------|---------------------|---|
| fami <u>l</u> iar | - | /fə mljə / | particu <u>l</u> ar | - |
| siste <u>r</u> | - | /sɪst ə / | brothe <u>r</u> | - |
| edito <u>r</u> | - | /edit ə / | razo <u>r</u> | - |
| colou <u>r</u> | - | /kʌl ə / | vigo <u>r</u> | - |
| abou <u>t</u> | - | /əbaut/ | aligh <u>t</u> | - |
| colle <u>c</u> t | - | /kələkt/ | cor <u>r</u> ect | - |
| succ <u>e</u> ss | - | /səkses/ | sugg <u>e</u> st | - |
| figu <u>r</u> e | - | /flgə/ | pic <u>t</u> ure | - |

/θ/ is known as Schwa. This is used most widely and frequently of all vowels in English. It never occurs in stressed syllables.

- 10. /ɜ:/ as in earn, burn, girl, shirt.**

Complete the sets and share with your friends.

- | | | | | |
|-------------------|---|----------|------------------|---|
| pear <u>l</u> | - | /pɜ:l/ | lea <u>r</u> n | - |
| se <u>r</u> ve | - | /sɜ:v/ | ge <u>r</u> m | - |
| bir <u>d</u> | - | /bɜ:d/ | gir <u>l</u> | - |
| tu <u>r</u> n | - | /tɜ:n/ | bu <u>r</u> n | - |
| wo <u>r</u> k | - | /wɜ:k/ | wo <u>r</u> ld | - |
| courte <u>s</u> y | - | /kɜ:tsɪ/ | jo <u>u</u> rney | - |

- 11. /e/ as in on, office, orange.**

- | | | | | |
|-----------|---|----------|----------------------------------|---|
| dot | - | /dɛt/ | Read and write the words. | |
| swan | - | /swɛn/ | /ɛrɪndʒ/ | - |
| knowledge | - | /nɛledʒ/ | /ɛfɪs/ | - |
| cough | - | /kɛf/ | /kɛfɪ/ | - |
| | | | /blɛk/ | - |
| | | | /frɛg/ | - |
| | | | /nɛt/ | - |
| | | | /ɛn/ | - |

Stand before a mirror and notice your lips, whether it is open rounded.

Prepare a new list and practice saying in quick intervals.

/rɛk/ /mɛk/ /gɛt/ /lɛt/
 /lɛk/ /nɛk/ /hɛt/ /nɛt/
 /dɛk/ /sɛk/ /jɛt/ /pɛt/
 /kɛk/ /dɛt/ /kɛt/ /rɛt/

Lips are open rounded. /ɛ/ can be clearly pronounced only by repeated practice.

12. /ɔ:/ is the longest vowel with open rounded lips.

This sound is observed in words like author, awe, law.

Pronounce the words.		Say the pairs aloud		
		(/ɑ:/ and /ɔ:/)		
l <u>o</u> rd	- /bɔ:d/	f <u>l</u> oor	- /flɔ:/	park - pork
b <u>o</u> re	- /bɔ:/	f <u>o</u> ur	- /fɔ:/	card - cord
b <u>a</u> ll	- /bɔ:l/	ca <u>u</u> ght	- /kɔ:t/	bard - board
w <u>a</u> r	- /wɔ:/	b <u>o</u> ught	- /bɔ:t/	farm - form
b <u>r</u> oad	- /brɔ:d/	c <u>r</u> awl	- /krɔ:l/	farmer- former
r <u>o</u> ar	- /rɔ:/	f <u>r</u> aud	- /frɔ:d/	cars - cause

Use the table below for further tasks.

Sound	Initial Position	Medial Position	Final Position
/ʌ/	up /ʌp/	pup /pʌp/	- -
/ɑ:/	ark /ɑ:k/	park /pɑ:k/	car /kɑ:/
/ɪ/	in /ɪn/	pin /pɪn/	city /sɪtɪ/
/i:/	eat /i:t/	leaf /li:f/	see /si:/
/ʊ/	- -	book /bʊk/	- -

/u:/	- -	cool /ku:l/	blue /blu:/
/e/	any /enI/	many /menI/	- -
/æ/	ash /æ /	splash /splæ /	- -
/ /	ago /agəu/	correct /k ərekt/	brother /brʌð /
/ɜ:/	earn /ɜ:n/	burn /bɜ:n/	fur /fɜ:/
/ə/	office /ɒfɪs/	pot /pɒt/	- -
/ɔ:/	all /ɔ:l/	ball /bɔ:l/	sore /sɔ:/

Diphthongs

Look at the phonemic chart. Circle the double vowel sounds. How many does it come to ? Yes, it is 8.

Group 1 Ending with /ə/	Group 2 Ending with /ɪ /	Group 3 Ending with /ʊ/
/Iə /	/eɪ/	/əʊ/
	ɪ	

Diphthong is a combination of 2 sounds (Di - Two; Thongs - Sounds).

A diphthong begins with the first sound and glides towards the second one. So, it is called vowel glide.

1. The first group consists of 3 sounds i.e. /Iə/, /eə/ and /uə/.

/Iə/ as in	/eə/ as in	/Uə/ as in
ear - /I ə/	air - /e ə/	poor - /pʊ ə/
year - /jɪ ə/	chair - /t e ə/	tour - /tʊ ə/
peer - /pi ə/	fair, fare - /fe ə/	sure - / ʊ ə/
deer, dear - /di ə/	dare - /de ə/	cure - /kjʊ ə/
here, hear - /hi ə/		
fear - /fi ə/		
near - /ni ə/		
clear - /kli ə/		

Practice the sets of words.

/piə/ /peə/ /puə/
 /tiə/ /teə/ /tuə/
 /fiə/ /feə/ /fjuə/
 / iə/ / eə/ / uə/
 /biə/ /beə/ /buə/

2. The second group consists of 3 sounds /eɪ/, /aɪ/ and /ɔɪ/.

/eɪ/ as in	/aɪ/ as in	/ɔɪ/ as in
ace - /eɪs/	eye - /aɪ/	oil - /ɔɪl/
aid - /eɪd/	ice - /aɪs/	soil - /sɔɪl/
day - /deɪ/	ivy - /aɪvɪ/	boy - /bɔɪ/
pay - /peɪ/	sky - /skaɪ/	toy - /tɔɪ/
race - /reɪs/	why - /waɪ/	joy - /dɔɪ/

Refer to the dictionary and find the right pronunciation. Read it and mark the spellings that give the sound.

/eɪ/

came - /keɪm/ - a j weight - -
 rain - /reɪn/ - ai great - -
 veil - - pray - -
 feign - -
 gray - - -

/aɪ/

rice - / / - guy - -
 fly - / / - light - -
 eye - - height - -
 bye - - either - -
 die - - aisle - -
 guide - - -

/ɔɪ/

boil - / / -
 coy - / / -
 buoy - / / -

Add to the set of words and read it to your friends.

/eɪ/	/aɪ/	/ɔɪ/
lane	line	loin
tale	tile	toil
bale	bile	boil
fail	file	foil

3. The 3rd set consists of 2 sounds /əʊ/ and /aʊ/.

/əʊ/	/aʊ/	Add more words and read the words to your friend.
old - /əʊld/	now - /naʊ/	
gold - /gəʊld/	cow - /kaʊ/	
go - /gəʊ/	bow - /baʊ/	
so - /səʊ/	gown - /gaʊn/	
no - /nəʊ/	town - /taʊn/	

/əʊ/	/aʊ/
hole	howl
load	loud
wrote	rout
boat	bout
foal	fowl
rose	rouse

Task 9 Complete the column.

Sounds	Initial Position	Medial Position	Final Position
/ɪə/	-		
/eə/			
/ʊə/			
/eɪ/			
/aɪ/			
/ɔɪ/			
/əʊ/			
/aʊ/			

We have learnt the vowel sounds too and prepared ourselves to pronounce the sounds properly.

Task 10

Try this phonemic crossword. Use the phonemic symbols and not spelling of words for filling up the squares.

1		2	X	3		4
	X	5			X	
6			X	7		

Across

- 1. Past of the down - 1
- 3. Some teachers do this too much !
- 5. Soldiers work for this organization
- 6. Past of 7 across
- 7. _____ here !

Down

- 1. _____ your time !
- 2. No movement; no noise
- 3. A clock makes this sound
- 4. You use this to make your hair tidy

Answer : See the last page. (Page No. 133)

Task 11

Pronounce the vowel sounds one by one, keeping your fingers on your throat. Aren't they all voiced ? Yes.

All vowel sounds are voiced.

Task 12

Select a paragraph from your source book or from class III, IV or V.

Example :

/In ði ːli steɪdʒ, t ɪldrən əd bɪ ələʊd tə juːz ðə fɪŋgəz friːli/ ðeɪ niːd nət biː
aːskt tə raɪt ðɪ ælfəbet ə wɜːdz/ plenti əv ʊpət uːnɪtɪz mʌst biː gɪvn tə drɔː
laɪnz ən kɜːvz ət veəriəz leŋθ ən dɪrɛk nɜːz/ ðɪz steɪdʒ meɪ laːst ə wiːk ə
tuː/

Task 13

Transcribe the rhyme. The first line is done for you.

/twɪŋkl twɪŋkl lɪtl stɑː/

iv. Stress and Intonation Patterns

Stress and intonation patterns can only be described while talking about higher units like syllable and word.

Syllable and Word

A cluster of speech sounds together make a syllable and the syllables thus formed come together to form a word.

Each syllable has a vowel in it and the vowel may be preceded or followed by one or more consonants.

Observe this table and say the words aloud. 'v' stands for vowels and 'c' consonants.

Mono Syllable	Transcription	Pattern
eye	aɪ	v
am	æm	vc
be	bi:	cv
come	kʌm	cvc
school	sku:l	ccvc
screen	skri:n	cccvc
box	bɒks	cvcc
tempt	tempt	cvccc
tempts	tempts	cvcccc

These words are uttered at one breath, isn't it ? Yes.

What is a syllable ?
 A syllable is a unit of pronunciation uttered at one breath, forming a word (e.g. I, ice) or part of a word (e.g. mu-sic, pro-gramme).

English allows 3 consonants to begin a syllable and upto 4 consonants to end a syllable. Such a sequence of consonants at the beginning or end of a syllable is called consonant cluster.

Consonant clusters refer to a group of consonant sounds but not letters.

Example :

'sl' is a consonant cluster because the letters 's' and 'l' introduce two different sounds.

sleep - cluster in the beginning

ink - cluster in the end

On the other hand 'sh' is not a consonant cluster because the two letters namely 's' and 'h' produce one single sound and not two sounds. Similarly 'ch' is not a cluster but 'cr' is a cluster.

Cluster	No Cluster
crow	chair
close	church
clown	change
cloud	chat

Consonant Clusters

Task 1

Each word has the sounds str, thr, final st, ddl or nd. Look at the letters that say those sounds. Sort the following words in a way that will help you remember them.

sound	street	fast	round
strong	middle	past	first
fiddle	throat	straw	through
throw	three	riddle	found
friend	forest	stripe	

<u>str</u>	<u>nd</u>	<u>ddl</u>	<u>thr</u>
strong	sound		

Non Consonant Clusters - A Sample

Task 2

Each word has the sounds sh, ch, wh or ck. Look at the letters that spell those sounds. Sort the following words in a way that will help you remember them.

chip	wash	watch	when
who	lock	back	what
fish	ship	children	chocolate
bunch	sheep	whole	
chain	shore	thick	

sh	wh	ch	ck

Make a list of words, in the following contexts that have initial or final clusters.

- Things at home
 - Grinder, Spoon
- Things in the garden
 -
- Things in the classroom.
 -

Say the words in the table aloud, syllable wise.

Disyllabic	Tri-syllabic	Polysyllabic words
a-go	re-por-ter	cir-cu-la-tion
i-dea	fa-cul-ty	res-pon-si-bi-li-ty
six-teen	ex-pen-sive	in-fe-ri-o-ri-ty
wi-dow	te-le-phone	sub-jec-ti-vi-ty

Task 3

Join up the syllables and make meaningful words.

1	2	3	Words
flo	age	-	flo-wers - flowers
vill	our	ful	
col	wers	-	
wed	ro	plane	
ae	nes	day	
up	vem	ber	
No	stairs	-	

Join the syllables and make meaningful words.

Word Stress

Take your dictionary and find the pronunciation for the word 'examination'.

/ɪg ˌzæ mɪ 'neɪ n/
 1 2 3 4 5

Can you find spaces in between the symbols ? See whether there are any vertical bars ? Do you know what it means ? Let us learn.

In each word, not all syllables are equally stressed. A particular syllable is pronounced louder than the other syllables in the word. This is to maintain the rhythm of spoken language. That syllable is called prominent syllable. The prominent syllable is said to receive stress and hence it is the stressed syllable in a word.

'Stress' is some extra force with which a syllable is uttered in a word.

In words with more than 3 syllables, there can be more than one prominent syllable. In that case, the most prominent syllable receives primary stress and the next prominent, the secondary stress.

The primary stress is shown with a vertical bar above and in front of the syllable, and the secondary stress, with a vertical bar below and in front of the syllable.

In the example given above the 4th syllable receives primary stress and the 2nd syllable receives secondary stress.

Say the words with the stress on the correct syllable.

e'state	-	Is'teIt
ba'lloon	-	bə'lu:n
de'sign	-	dI'zain
enter'tain	-	entə'teIn
en'counter	-	ɪŋ'kaʊntə
de'termine	-	dI't3:mIn
instru'mental	-	Instrʊ'mentl

Not only clear pronunciation of sounds but also uttering the word with stress in the appropriate position is necessary for intelligibility. Stress changes the category and meaning of the word sometimes.

1. Read the following words stressing appropriately.

'conduct	-	con'duct
'object	-	ob'ject
'permit	-	per'mit
'produce	-	pro'duce
'record	-	re'cord

See, spellings are the same. But stress varies. What does it mean ?
Stress changes the usage of words. 'A' Group is noun group and 'B' verbs.

Misplaced stress creates confusion.

If the word is used as a noun, stress is on the first syllable.
If the word is used as a verb, stress is on the second syllable.
Wrong stress changes one word into another.
de sert, de sert

Task 4

There are a variety of ways of marking stress in a written text. Which of the following do you personally find clearest ?

for <u>m</u> ation	'window	unhappy	water fall
ca ssette	impostor	de ^{light} ful	magaZINE

Mark the stressed syllable in the following words using the method you chose.

photograph	photographer	telescope	telescopic
underwater	chemical	computer	forest
dictionary	comfortable	reception	photo

Task 5

Put the words into the correct columns.

is for stressed syllables.

is for unstressed syllables.

interview	opposite		
revision	innocent		
underground	important		
completely	example		
suitable	universe		
recorder			

Sentence Stress

Read the phrases / sentences stressing accordingly.

He 'wanted a ru'pee.

'Half an 'hour.

'Turn to the 'left at the 'end of the 'road.

That's 'not where I 'wanted to 'go.

Is it not rhythmic as the stressed and unstressed syllables occur at equal intervals?

In actual speech, words are not just uttered one after another. There are utterances made up of one word and there are also utterances made up of several words. This is called 'Connected Speech'.

Connected speech in English is rhythmic. This rhythm is the result of sentence stress. In a sentence all the words are not stressed. Usually the content words such as nouns, verbs, adjectives and adverbs are stressed. The form words like prepositions, conjunctions, articles, auxiliary verbs are normally not stressed.

While saying a sentence, the speaker puts the stress on different words in order to show their importance in relation to the other words in a sentence. Since the number of possible sentences can be said in different ways to convey various shades of meaning, it is not possible to formulate any rules to indicate the incidence of stress on the different words in a sentence. But even so, sentences can be broadly divided into 2 major kinds on the basis of their stress patterns. One kind may be called normal or UNEMPHATIC and the other contrastive or EMPHATIC.

In a normal or unemphatic sentence all the meaningful words are equally important to the speaker and hence they are all almost equally stressed, while the structural words usually go unstressed.

e.g.

In the sentence "I 'think he 'wants us to 'go", the three meaningful words as shown will be stressed when no special emphasis or contrast is intended.

But in exceptional circumstances, the meaningful words may lose their stress

and even the structural words may be stressed. Such circumstances arise when the speaker wants to put special emphasis on a particular word or wants to contrast it with something else. In such cases any word may be stressed heavily depending upon the emphasis or the contrast intended.

e.g.

I think he wants us to go (You may not think so)

I 'think he wants us to go (I am not sure)

I think 'he wants us to go (Not the others), etc.

The sentences containing such heavily stressed words are called emphatic sentences.

These sentences are usually charged with a high degree of emotional content and the stress on the contrastive word is the shade heavier than the normal primary stress. In a highly emotional utterance this becomes so heavy that all other syllables lose their stress. This stress in speech is equivalent to underlining, italicising or printing in bold type in writing.

Unstressed words tend to be pronounced quite fast, almost as if trying to cram themselves into the spaces between the beats of the rhythm. They also tend to be pronounced in a 'weak' manner; they typically use shorter vowel sounds : / / rather than /u:/; /I/ rather than /i:/, etc. This use of weak forms is one of the features of connected speech. The most common weak form vowel sound is / / - the schwa.

Task 6

At random, choose a sentence from anywhere in this book. Mark every schwa in it.

Task 7

Consider the effect that changing stress has on the meaning of a single sentence. Finish the explanatory notes in the same way as the first example.

- Michael wanted to buy the red shirt (not anybody else)
- Michael wanted to buy the red shirt ()
- Michael wanted to buy the red shirt ()
- Michael wanted to buy the red shirt ()
- Michael wanted to buy the red shirt ()

Intonation

Now let us turn to another aspect of connected speech. Stress does play a significant role in English speech, but stress is not everything. What actually gives life to English speech is a happy blend of 'stress and intonation'. Thus stress and intonation always go together and the one without the other is not of much significance. Have you heard an English man or American speak either on TV or radio? You might have noticed the variations in voice rise, fall or same level.

Intonation means modulation (i.e. variation) of voice.

This movement is either upwards (a rise) or downwards (a fall) or flat. Intonation has a definite effect on meaning and also gives us information about the speakers'

attitude. In English speech what we say does not matter half so much as how we say it. Context and the mood of the speaker alone can give a clue to the intonation and its meaning. Even then, for our practical purposes, we can identify 4 basic patterns.

The most common patterns are :

1. Falling intonation (Falling tone)
2. Raising intonation (Rising tone)
3. Falling-rising intonation
4. Rising-falling intonation

The rise and fall of the tone/voice is indicated by some arrow marks called tonal marks.

Falling Tone

This indicates a falling tone. The voice starts high and ends low. This sign is marked downwards from above and over to the stressed syllable of the key word or phrase in a sentence.

1. Normally, statements which are complete and definite are spoken with a falling tone.

God made  MAN.

The children are playing  CHESS.

2. 'Wh' questions

What's the  TIME ?

Where do you  LIVE ?

3. Commands

Shut the  DOOR.

Come  QUICKly.

4. Exclamatory sentences

Good  HEAVens ! (A pleasant surprise)

What a lovely  FLOWer ! (A sense of appreciation)

 NONsense ! (A sense of invitation)

Rising Tone ↗

1. If a statement is intended as a question, a rising tone is used.

You came this MORning ? (I thought you came yesterday evening)

He died so SOON ? (A sense of surprise)

2. If the statement is intended to be soothing or encouraging.

I will HELP you. (So don't worry)

I hope you will PASS. (So don't worry)

3. If one wants to show as much interest in the other person as in the subject, then the wh- question is asked in a rising tone.

What's your NAME ?

How is your DAUGHter ?

4. Yes / No questions.

Can I SEE it ?

Have you finished your WORK ?

5. If the exclamations are spoken as questions.

OH ? (Is it so ?)

REALLY ? (I thought otherwise)

WHAT ? (Can it be true ?)

6. Greetings and wishes.

Good MORning.

HeLLO.

Happy CHRISTmas.

7. Rhetorical questions that are merely asked for the sake of emphasis or for creating a certain effect are spoken in a rising tone.

Can the blind lead the BLIND ?

Who can escape DEATH ?

8. Apostrophes (i.e. addresses to a person – often dead and absent or to a thing – often personified) are made in a rising tone.

 FRAILty, thy name is woman.

 DEATH, where is thy sting ?

Falling – Rising Intonation

1. In tag question (i.e. questions that are asked for confirmation / approval, etc.) we generally use a falling tone at the end of the I part and a rising tone at the beginning of the second.

You're learning  FRENCH,  AREN'T you ?

Let's have some  MUSIC,  SHALL we ?

2. When there is a contrast drawn in a sentence, that which is contrasted is spoken with a rising tone and the other in a falling tone.

I want to buy a  TELevision set,  not a RADio.

My brother is a  DOCTor,  not an engiNEER.

Rising – Falling Intonation

1. When there is enumeration of things in a sentence, i.e. things mentioned in succession are spoken with a rising tone followed by falling tone in the end.

 I CAME,  I SAW,  I CONQUERED

We're going to  FRANCE,  ENGLand,  ROME and then to  SWITzerland.

Task 8

Add the words fall or rise to the following guidelines.

- | | | |
|--------------------------|---|-------|
| a. Wh- questions | - | fall |
| b. Yes/No questions | - | rise |
| c. Enumeration of things | - | |
| d. Greetings and wishes | - | |
| e. Rhetorical questions | - | |
| f. Commands | - | |

Task 9

Create 2 sentences to the symbols given and share with your friends.

1.  
2. 
3.  
4. 

To learn more about intonation and practise different tones, you need either to watch English channels on television or listen to radio.

Paralinguistic Features

Mastering the Sounds, Stress and Intonation is not enough to be an effective speaker. The speech of an effective speaker has other qualities, which can be described as paralinguistic features. Paralinguistic features include voice quality, clarity, volume, pace and pauses.

Voice Quality

When we hear some voice over the telephone, we immediately recognize whose voice it is. How is this possible? This is possible because each person's voice has a particular quality. We would all like to have our voices sweet, melodious, warm, pleasant and so on. But not everyone is gifted with these qualities. Does it make any difference, if we do not possess these qualities? We should not forget that the voice quality could draw and retain the attention of the audience or drive away the audience from listening.

Can we change our voice quality? We have heard many artists mimicking voices of politicians, cine artists, etc. That means we can change voice quality. But sustaining the quality for a long time is difficult. Therefore it is better to speak naturally with whatever voice quality we have.

Tips to maintain voice quality:

- give up the habit of overstraining your vocal cords
- sip water frequently, when you face with the problem of dry and hoarse throat

Task 10

Mimic one of your friends; let your classmates find who she/he is.

Clarity

Clarity is another aspect of a good speech. An effective speaker has clarity not only in thoughts and language but also in voice. In order to be clear, we shall remember the following.

- a. The words have to be pronounced clearly.
- b. The sounds / words should not be swallowed.
- c. The lip movement should be distinct.

Pace and Pauses

We come across a few people who prepare their lectures well in advance. But when they actually speak in the classroom, they rush through the material and finish the lecture early. Even the listeners would not comprehend what the speaker is saying in such a situation. How can we overcome this defect?

We should learn to speak at a pace, which suits the listeners. Adjusting the speed according to the need of our audience is a difficult task. But we can do it easily if we know who our listeners are. Are we talking to school children, illiterates or educated adults? Those who do not have a good knowledge of background information and language (like children and illiterates) need a slower pace of speaking.

Besides slowing down the pace of our speech, we need to peruse better words and better ideas. Pausing in between words and ideas is a very effective means of holding listeners' attention. Pausing gives the speakers time to think, choose a right phrase and know the audience. The listener needs time to follow our words. So, by pausing, when we move from one point to another, we make it easy for the listener to follow us.

Practice Activity

1. Take any paragraph of about 10 lines from Std V course book. Read it aloud several times varying volume, speed and voice quality.
2. Imagine that you are speaking to a class of about 40 children. Record your speech on any topic for 5 minutes. Listen to the recording and analyse for the following features. Volume, voice quality, pauses and clarity of language.
3. Listen to any 2 newsreaders of English and evaluate their speech in terms of paralinguistic features.
4. Listen to an English newsreader and a regional language newsreader. Compare and contrast the 2 readers in terms of voice quality and voice modulation.
5. Prepare a speech for 2 minutes and present it in your classroom. Discuss and improve yourself.

V. Developing Communication Skills through Specific Tasks

Communication comes from the Latin word 'communis' which means 'common'. When we communicate, we try to establish 'commonness' with others.

Communication is a method of sharing our feelings, thoughts and ideas and forming relationships with fellow beings.

We all need to communicate, wherever we are and whatever we do. The inability to communicate appropriately and successfully leads to failure in our personal and professional lives. If one knows the art of communication, he/she can easily avoid a lot of miscommunication, waste of time, energy and money. Effective learning and teaching, better parent-child understanding and better interpersonal relations are some of the benefits of effective communication.

So what are we waiting for, Let's begin !!!

Imagine that your friends and lecturers are not aware of your mother tongue. They know ONLY ENGLISH.

Are you surprised ? One who learns driving, takes the seat first and adds to his learning. Similarly one who indulges in English communication should speak first and then add more and more.

I. COMMUNICATE ONLY IN ENGLISH (using body language)

Though you may not find enough words to express yourself, make full use of gestures... then step by step add on words.

Yours is an English Classroom

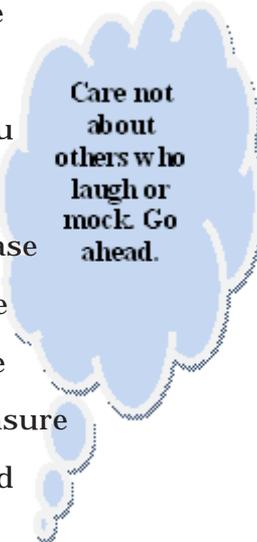
You begin with one word utterances in suitable situations. Then make two word utterances. You may move slowly into three word and then longer utterances. You will gain confidence



Stage : 1

Hello, OK, Yes, No, Bye, Sorry, Please, Congratulations, Thanks, Good, Fantastic, Excellent, Sure, Fine, Nice, Listen, Speak.

Stage 2		
All right	How interesting !	Sign here
Be quick	How boring !	Take rest
Come here/in/on/out	I remember	Thank you
Don't worry	I agree	Try again
Excuse me	Look here	Time please
Follow me	No need	Take time
Forgive me	Pardon me	Well done
Go ahead	Please move	With pleasure
Help me	Save money / time	Work hard
Hurry up	Silence please	

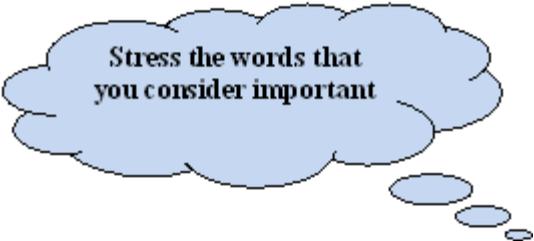


Stage 3

Am I right ? Are you ready/hungry/thirsty ? Are you all right now ?	Be always happy Be kind to all Be attentive in the classroom Borrow the scale from your friend
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<p>Can I help you ?</p> <p>Can you hear me ?</p> <p>Can you say it again ?</p> <p>Can we move now ?</p> <p>Could I open this window ?</p> <p>Choose the correct answer</p> <p>Collect the notebooks</p> <p>Comb your hair properly</p> <p>Come to the front</p> <p>Cut the nails once a week</p>	<p>Do you agree ?</p> <p>Do you follow me ?</p> <p>Do you have any doubt ?</p> <p>Do you like mangoes/apple/sweet ?</p> <p>Do you understand me ?</p> <p>Don't cut down living trees</p> <p>Don't come late to the class</p> <p>Don't insult the poor</p> <p>Don't feel shy / bad</p> <p>Don't disturb me</p>
<p>Follow the road rules</p> <p>Fine, Thank you</p> <p>Find joy in your work</p>	<p>Get into your groups</p> <p>Give a big clap to the winner</p> <p>Good morning</p> <p>Go to your seat</p>
<p>How are you ?</p> <p>How do you do ?</p> <p>How do you go to school ?</p> <p>How old are you ?</p> <p>How many boys are there in your class ?</p> <p>How much have I to pay ?</p> <p>How much does it weigh ?</p> <p>How much can hold the jar ?</p> <p>Have you got it ?</p> <p>Have you had your breakfast ?</p>	<p>Is it clear / new ?</p> <p>Is this correct ?</p> <p>Is there anybody without a pen ?</p> <p>I am sorry, I don't understand</p> <p>I am sorry, I don't like this</p> <p>I am very glad</p> <p>I am going to tell you a story</p> <p>I am not sure</p> <p>If you have any doubt, ask me</p> <p>It is time for lunch / games It is easy / simple</p>
<p>Jog for some time</p> <p>Jot down the points</p> <p>Just a minute</p> <p>Join your team</p>	<p>Keep it up</p> <p>Know your limits</p>

<p>Listen to me Let us forget it Let us watch the show Let us laugh and be merry Let me introduce Ramesh</p>	<p>Many more happy returns of the day May I come in sir ? May I know your opinion ? Meet my friend Nagesh Nice to see you again</p>
<p>Obey your elders Oh ! sure. Oh ! my God Open the door Open your mouth and say</p>	<p>Please be quiet Please help me Put the waste paper in the basket Place the things properly Read the newspaper daily</p>
<p>Read this paragraph / lesson Shall I begin ?</p>	
<p>Shall I come with you ? Say it after me Sing the prayer song Spell the words Submit your notebook Switch on/off the light Take bath everyday</p>	<p>Tell me the truth Tell me what happened That's clear, isn't it ? Try to get more marks Turn to page number 7 Tomorrow is a holiday, you need not come to school Understand other's feelings</p>
<p>Underline the new words What is your name ?</p>	
<p>What is your father ? What is the time now ? We can do / solve it What is new in this ? What is your problem ? What shall we do ?</p>	

<p>What are you doing ?</p> <p>What are you looking at/looking for ?</p> <p>What a fine idea ?</p> <p>When did you get up ?</p> <p>Where are you going ?</p> <p>Where is the clock/book/ duster?</p> <p>Which way is the post office ?</p> <p>Which colour do you like ?</p> <p>Who are you ?</p> <p>Who is that ?</p> <p>Who is absent today ?</p> <p>Whom do you want to see ?</p> <p>Whose book is this ?</p> <p>Why were you absent yesterday?</p>	 
<p>Why are you late ?</p> <p>Why are you laughing ?</p> <p>Would you mind collecting the notebooks</p> <p>Wait a moment Selvi</p> <p>Wait. I shall be back in five minutes</p> <p>Yes of course.</p>	<p>You may go now</p> <p>You can try</p> <p>You have made it</p> <p>You have done a good job</p> <p>You have a sweet voice</p> <p>You can write still better</p> <p>You can welcome</p> <p><i>Most of the teachers of English</i></p>

are unsuccessful because they themselves are not confident. How about you ?

II.

Find a person who can communicate in English efficiently. He is your guide in speaking.

Allot atleast five minutes a day to converse with him/her. Listen to the expressions used by your guide and try to use them.

Collect the new expressions. Use them accordingly.

A model conversation with your guide over phone.

- You** : Good morning madam.
Guide : Good morning Reena. How are you ?
You : Fine Madam. How is your child now ?
Guide : Better now. Under treatment.
You : What about the doctor's report ?
Guide : Nothing serious.
You : I pray God to give her good health.
Guide : Thank you.

Suppose, the following are new expressions to you.

1. Better now
2. Nothing serious

Collect these expressions, record them in your notebook and observe the context. Think over it.

- When can I use the same expression ?
- Can I modify the expression and use it ?

Nothing serious

Nothing laughable

Nothing new

Nothing perfect

Create situation to use these expressions. While using, share with your friends, how you have acquired it.

Insist on your English teacher to use simple English.

It's a skill to communicate effectively. Only effective communication helps you handle English effectively

III. Go through the English books of Std I, II and III and ABL 'Train Cards' - Take in the basic expressions given and use them effectively.

IV. Go to the library. Take an English play each. Go through the plays. The expressions will be very useful, to shape you as an effective communicator

Approach your teacher to clarify your doubts.

Get the books in rotation and go through them intently.

Break the barriers and converse in English.

What may be the barriers ?	How to overcome ?
- No compulsion to talk in English	- Be stubborn in achieving your goal
- No proper exposure and guidance by the teachers	- Press them to give a tip daily
- Lack of interest	- Self interest. Your motto is to SHINE
- Fear	- Nobody can be a master of a foreign language. Everyone is a learner
- Insufficient vocabulary	- Acquire vocabulary through listening and reading

V. A few conversations are given for practice.

Play the role and enjoy practising.

Shopping Plan

- Rita** : Mummy, Shall we go shopping today ?
- Mother** : Not today. Some time tomorrow would be ideal.
- Rita** : OK. Shall we take a shopping list ?
- Mother** : That's a good idea.
- Father** : I heard that you are planning to go shopping.
I need some tie pins and a pair of socks.
- Mother** : OK. Rita please include it in the list.
- Rita** : Grandpa, do you need anything ?
- Grandpa** : Darling, I need some hand towels.
- Rita** : OK, Grandpa.
- Mother** : Keep the list ready Rita. We shall go tomorrow.
- Rita** : Yes, Mummy.

Enquiry Train Arrival

- Rina** : Could you tell me when the Pandian Express comes to Trichy today ?
- Operator A** : Please call 131.
(Pause)
- Rina** : Is this 131 ?
- Operator B** : Yes. It is. May I help you ?
- Rina** : I would like to know the arrival time of Pandian Express this evening.
- Operator** : It is on time. It will arrive at 19.00 hours.
- Rina** : Thank you.

At the Sweet Shop

- Customer** : Excuse me.
- Salesman** : Yes, please. what do you want ?
- Customer** : I want to buy some sweets and snacks.
- Salesman** : What kind of sweets and snacks would you prefer sir ?
- Customer** : Let me see what is available at your shop ?
- Salesman** : These two varieties of sweets have just arrived, and they are very fresh.
- Customer** : Please give me one kilo of each and two dozen of Samosas.
- Salesman** : Here you are, sir. Please pay the bill at the cash counter.
- Customer** : Thank you.
- Salesman** : You are welcome sir.

Personal interest is primary in achieving English communication skill.

Gather conversations from different books. Act them out in groups for your classmates to enjoy and gain fluency (Use for the practical purpose).

VI. Make a note of what you learn from others daily – sounds / words / sentences.

For example.

You have got a new expression from your friend.

“Just relax”

Make a note of this expression and try to use it.

VII. Read books on idioms and phrases.

Learn five of them daily and make your communication interesting.

..... Add on. Your choice. Shine ! The crown is yours.

Specific Tasks for classroom use.

Individual

1. Select an object – communicate what you feel about it in 5 sentences.

For example : (ROSE)

It is very beautiful and colourful.

It is fragrant.

It is used to make garlands.

Ladies wear it on their heads.

It is used during worship.

2. Introduce yourself to the class but include some inaccuracies. The class should distinguish fact from fiction.

3. Present a joke realistically, so that the listeners can grasp and laugh.

Eg.

Mum : You have been fighting again and lost two of your front teeth.

Son : No, I have not lost them.

Mum : What do you mean ? Two of your front teeth are missing ?

Son : The teeth are not missing. I have got them in my pocket.

4. Describe a process : Such as washing, making coffee, making chapattis, planting a sapling, preparing lime juice, making kite, etc.

For example.

Preparation of Tea

Take one cup of milk and one cup of water.

Mix both and boil.

Add two spoons of tea powder.

Strain the tea.

(For practical purpose)

Add sugar.

Serve it.

5. Select / create a game. Conduct the game in the classroom.

6. Describe your first-day experience at school (For practical purpose).

7. Describe people

Father / mother / sister / brother / friend / teacher.

Use words such as tall, short, fat, thin, dark, fair, kind, cruel, helping minded, beautiful, etc.

Pair work

1. An interesting and currently relevant topic can be chosen. One can speak for the topic and one against it.

(Eg.) Dowry System

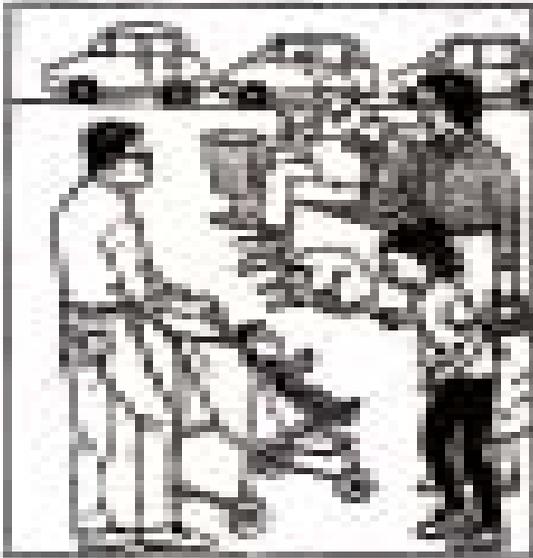
2. Frame / select a dialogue and act it out. (For practical purpose)

3. Read English newspaper daily. Share an impressive matter to your partner and listen to what she says. (For practical purpose)

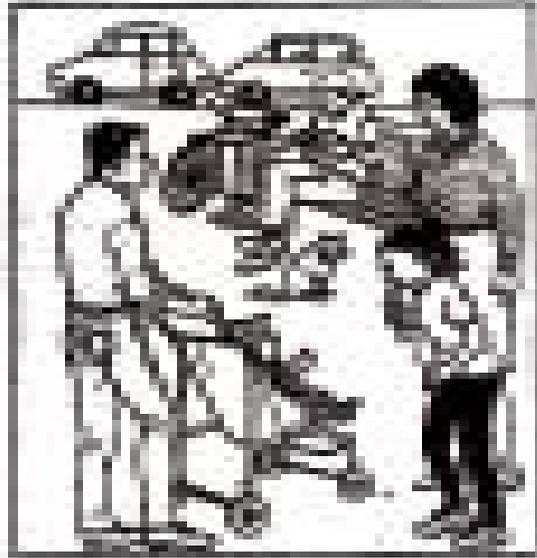
4. Picture description. (For practical purpose)

In pairs, one student is given picture A, one picture B. Without looking at the other picture they have to find the differences, by describing the pictures to each other.

A



B

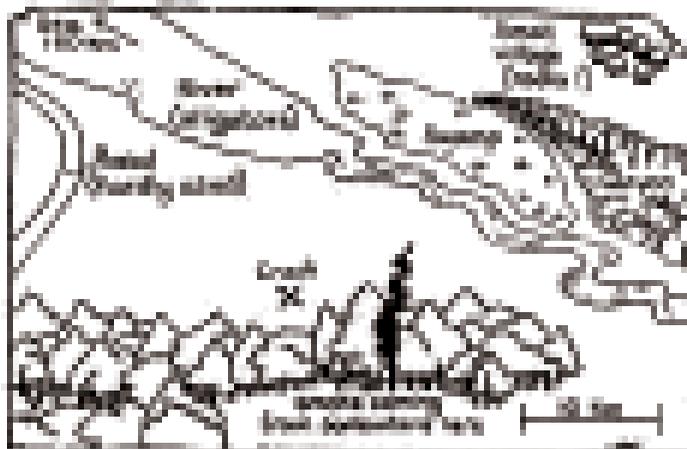


5. a. Let the teacher suggest 10 words to the pairs. Ask them to make a story using those words. (For Practicum)

Group Work

1. Practise and stage a play. (For practicum)
2. Act out a joke and have a laughing classroom. (For practicum)
3. Plan what you should do to have the best chance of survival, use the map and notes. (For practicum)

Present a report of what is done.



Notes

1. If you see a sign, report it.
 2. If you see a sign, report it.
 3. If you see a sign, report it.
 4. If you see a sign, report it.
 5. If you see a sign, report it.
 6. If you see a sign, report it.
 7. If you see a sign, report it.
 8. If you see a sign, report it.
 9. If you see a sign, report it.
 10. If you see a sign, report it.

4. Asking questions. (For practicum)

Asking the Explorers

Send a small group of children, no more than five or six, to study some specific object or place near the school or even inside the school building. For example, they may be sent to examine a cluster of trees, a tea-stall, a broken bridge or a nest. Ask them to explore it carefully and discuss among themselves everything they notice.

While the explorer group is away, the teacher tells complete details about the place / object they were exploring, to the children inside the classroom. When the explorer group comes back, it will face questions from the class. The teacher can also have her turn.

Guess what I saw

One child goes out and selects one of the hundred things she sees around (it could be anything – tree, leaf, bird, squirrel, bird, wires, grass). When she comes back, she says just one sentence about the thing she has in mind.

For example – She might say, “What I saw is brown”.

Now every child in the class gets one chance to ask more about the thing and guess what it was.

Finally when the thing has been guessed correctly, some children may object to the answers they got for their questions. For instance, someone may point out that the colour was not brown but clay like. In such situations, the teacher’s role is very important.

5. Making a Story

Collect odd things like lids, torn pieces of cloth, broken bangles, empty toothpaste tubes, little stones, leaves, nibs, etc. Make piles of 5 or 6 items, and distribute the piles among groups of five or six children. Each group finds a suitable place to sit down and talk about the things in the pile. The aim is to prepare a story in 15 or 20 minutes. When all groups return to the classroom, one narrator in each group tells the story. Allow variations.

Summing up

In this unit, we have discussed the listening and speaking skills. Listening is the skill that is central to life. Listening tasks are given to practise and sharpen our listening skills. The production of speech sounds, stress and intonation patterns, maintenance of clarity, pace and pause moulds us to speak with clarity and intelligibility. Next we discussed the importance of communication in our life. We have started speaking in simple English with appropriate gestures. We have aimed at effective communication, even with a few expressions. Then we have moved ahead with the help of a guide, peers, library books and above all with a firm decision to communicate in English. We have experienced the role of ‘personal interest’ in achieving our goal.

Exploration

In order to help the children pick up the communicative language the following type of worksheets can be prepared. Help Rosy to 'speak up' using the phrases given below.

And a tin of powder
 I want a bar soap, please
 Small tube please
 Well I'll take a packet of biscuits then Thank you
 Yes, and how much is the bill?
 And a loaf of bread
 A tube of toothpaste
 Here you are

- Shop Keeper** : What can I do for you madam ?
Rosy :
Shop Keeper : Yes anything else ?
Rosy :
Shop Keeper : Large or small madam ?
Rosy :
Shop Keeper : Here it is madam.
Rosy :
Shop Keeper : I'm sorry madam. We don't sell bread.
Rosy :
Shop Keeper : Is that all, madam ?
Rosy :
Shop Keeper : Fifty two rupees madam.
Rosy :
Shop Keeper : Thank you madam.
Rosy :

Answer :

1 t	2 u	3 k	X	5 t	6 a	7 k
8 eɪ	X	9 a:	10 m	11 i	X	12 su
13 k	14 eɪ	15 m	X	16 k	17 ʌ	18 m

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UNIT - 4

METHODS AND APPROACHES OF TEACHING ENGLISH

Scope:

The history of language teaching presents a fascinating variety of methods. If there is such a variety of methods, which one are we to choose? There is no definite answer to this question; What works with one learner may not work with another. Again, different methods may be appropriate to different contexts. If we start searching for the perfect method or the ideal single solution to the problems of language learning, we are bound to fail.

What can we do as teachers, then? We should be aware of the various approaches but ultimately, teachers need to use their discretion in deciding on what method to use and when. Any method that works, is good. The objectives of teaching English as Second language (ESL) must be achieved. All the choices that are made must ensure that the learner achieves second language competence. In this unit, then, we shall look at various approaches to language learning in the history of English Language Teaching (ELT).

OBJECTIVES

At the end of this unit, you will be able to

1. *distinguish the notions of approach, method and procedure.*
2. *understand the rationale and the salient features of*
 - a. *the Grammar – Translation Method*
 - b. *the Direct Method*
 - c. *the Bilingual Method*
 - d. *the S- O – S Method*
3. *critically evaluate the above methods and approaches to ELT.*
4. *become familiar with current trends in ELT.*
 - i) *Communicative Language Teaching (CLT)*
 - ii) *Activity Based Learning (ABL)*
 - iii) *Active Learning Method (ALM)*

The way a child acquires the ability to speak her / his mother tongue by the age of five, is one of the marvels of creation. Many children learn several languages at a very young age, whereas some learners fail to acquire even basic English after twelve years of schooling. How do children acquire their first language? Do they learn their mother tongue through imitation of the parents or do they simply acquire it as when their innate capacity for learning unfurls as naturally as fish learn to swim or song birds learn to sing? Do they learn a second language at the same speed as they do their mother tongue? What is the difference between first language acquisition and second language learning? What are the major factors affecting second language learning?

Observations on Acquisition and learning of a language :

- Acquisition is the act of getting something especially knowledge, skill etc, by your own efforts, ability or behaviour.
- Learning is gaining knowledge or skill by studying, from experience, from being taught etc.
- Language acquisition is the process by which the language capability develops in a human.
- It is the process by which a child acquires its mother tongue.
- It is the most wonderful feat we perform in our whole life and we do it at an age when we can hardly do anything else.
- It is an active process by which children, taking cues available to them, construct their own utterances and say things they have never heard of.
- Language learning is a behaviour acquired by making conscious efforts.
- It involves certain skills - learning to understand when it is spoken, speaking, reading and writing.
- It is also forming a certain set of habits.
- It is acquired by imitation and practice.
- Since language is a learned activity, we have to learn it and teach it properly.

Distinction between acquisition and learning

There are many distinctions between the processes of acquisition and learning.

- Children within 5 years of age learn their mother tongue through acquisition. A second language, L2, is through conscious effort of learning.
- Acquisition is an unconscious process where no formal classroom instruction is involved. Learning, however is about conscious knowledge and the application of rules and structures.
- In language acquisition, the focus is on communication or reception of a message. But in language learning the thrust is on syntax and grammar.
- The context is usually crucial and meaningful in language acquisition but it need not be important to that extent in language learning.
- Motivation is a matter of urgent necessity for acquisition. It is not so for learning L2.
- Most importantly, the usual outcome of language acquisition is fluency which is by no means guaranteed in language learning.

How can English be learnt as a second language?

Krashan (1985), in his theory of second language acquisition (SLA) suggested that learners have two different ways of developing competence in a second language:

First Language Acquisition

As teachers, learners and researchers in a second language, namely, English, why should we look at first language acquisition at all? There are similarities

as well as differences between first language acquisition and second language learning. Still, we could learn a lot about language learning by observing children acquiring their mother tongue by the age of three or four. They enjoy learning and feel no strain at all. How do they manage this miracle? Could we borrow their strategies for teaching English to our learners? Researchers claim that L2 teaching methods recapitulate L1 acquisition, and that learning L2 reactivates the process by which L1 was learnt.

Acquisition and learning.

Acquisition is a subconscious process children utilize in acquiring their first language and learning is a conscious process that results in knowing about the rules of language.

- Jim Cummins' Inter dependence hypothesis says students without a firm foundation in their native language will face difficulty in mastering the second language.
- The learning of mother-tongue is acquired by the children through a natural process. This natural process should be adopted in learning English as second language.
- **In the early stages,**
 - i. Due attention should be paid to correct pronunciation and accent.
 - ii. Formation of speech habits should be paramount.
 - iii. Loud reading should be given precedence over silent reading.
 - iv. Teaching of formal grammar should be avoided or postponed to a later stage.
 - v. Words relating to the every-day life of children should be taught.
 - vi. Create exposure to language so that learners have more opportunities for communication
 - vii. Create an informal atmosphere as against the formal atmosphere of an L2 classroom.
 - viii. Build up efforts for genuine, real-life communication.
 - ix. Encourage learners to focus on the meaning or message, not on form.
 - x. Adopt a tolerant attitude to errors, if correction is needed, do it incidentally.

Summary

In this unit, we have looked at the various explanations on language acquisition of the child's mother tongue and second language learning. We then examined the difference between first language acquisition and second language learning. We also learnt that how the conducive factors and strategies that facilitated L1 acquisition could be adopted for L2 learning.

Evaluation

Given below are some views on a few major issues in ESL. Say whether you agree or disagree with them. Give reasons for each of your answers.

SNo	Views	Yes	No	undecided
1.	Acquisition is gradual development of ability in a language by using it naturally in situations.			
2.	Learning is a conscious process of accumulating knowledge of the vocabulary and grammar of a language			
3.	Mother tongue is acquired by imitation and practice.			
4.	The earlier a second language is introduced in a school programme, the greater is the likelihood of success in learning it.			
5.	Most of the mistakes which second language learners make are due to interference from their first language.			
6.	Children are biologically programmed for language learning. Whatever may be the efforts, language acquisition occurs at a predictable age.			
7.	We can acquire a good fluency in a second language at any age so long as we are interested.			
8.	Children who have educated parents learn language better than those who are first-generation learners.			

Exploration

Mother tongue acquisition is natural, spontaneous and is being supported by various conducive factors prevailing at home, society, friends, etc. even before a child joins a school. How can these supporting agents be thought of being provided to the child while learning English?

Task: 1

Discuss this topic with your teachers or language experts at your locality.

Task: 2

What do you think of the hurdles that slow the process of second language acquisition among our primary school children in Tamil Nadu, especially at rural settings.

Task: 3	Discussion: Observe children acquiring their mother tongue and learning English language. Are there any differences between acquisition of L1 and L2 (English)?
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Task: 4	One of the major problems of learning a second language is the problem of overcoming the pull of the mother – tongue. The best way to deal with this problem is to concentrate the efforts on the sounds and the structures in which the difference between the two languages is the greatest. To help the learner in this task, the teacher will have to find out these ‘trouble spots’ and devise suitable strategies to deal with them. Identify some trouble spots’ among the learners of class I English and suggest some strategies to deal with them.
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What does ‘method’ refer to?

Method refers to the overall plan for the orderly presentations of language material based on selected approach and procedure. A method includes three components:

- Approach
- Design
- Procedure

- **Approach is concerned with the theory of the nature of language and language learning.**

- **Design concerns itself with:**

- The general and specific objective of the course.
- A syllabus model
- Types of learning and learning tasks
- Roles of learners and teachers
- Role of learning materials

- **Procedure is concerned with:**

- The actual happening in the class room
- Class room techniques, practices and behaviours.

The Grammar – Translation Method:

- If we look into the history of language teaching, We find that no one method seems to have

POINTS TO PONDER

- Given below are a number of various points on the nature of language and language learning.
- Which of them reflects the way you learnt English?
- Language is a set of words and a set of rules. English is learnt by learning the words and mastering the rules of grammar.
- Language is a set of structures. Sounds are structured into words, words are structured into sentences and sentences into paragraphs.
- Language consists of a set of functions: greetings, requesting, complaining, suggesting etc.
- Language involves interaction with people either through the oral or written medium.

prevailed for long. Different language teachers believe in different ways of teaching. It may therefore be said that there are as many methods of language teaching, as there are language teachers.

- Around the year 1840, an attempt was made to replace these individual methods by a single method as the Grammar - Translation Method. This was the brainchild of German Scholars like Johann Seidenstucker, Karl Plotz, H.S. Ollendorf and Johann Meidinger, whose principal aim was to make language learning easier.

Critical Evaluation:

Grammar - Translation Method dominated foreign language teaching for over a century 1840 to 1940 - and is still present in one form or the other in many parts of the world.

With increased opportunities for communication that demanded oral proficiency

the GTM was questioned and rejected as an effective method of teaching a foreign language.

1. Students found the method frustrating as they had to memorize words and rules.
2. The use of L1 in the Class room prevented the learner from developing confidence to communicate in English.
3. The learners found it very difficult to free themselves from the liberal use of the mother - tongue.
4. As the language of literature is quite different from the language of everyday communication, the learner was unable to use English in day-to-day communication.
5. This was further aggravated by the fact that the method focused on written, rather than oral language.

KEY FEATURES:

- ☞ *It is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language.*
- ☞ *Reading and writing are the major focus. Little attention is paid to speaking and writing.*
- ☞ *Vocabulary selection is based solely on the reading texts used, and words are taught through bilingual word lists, dictionary study and memorization.*
- ☞ *The grammar rules are presented and illustrated. A list of vocabulary items is presented with their translation equivalents. Translation exercises are prescribed.*
- ☞ *The sentence is the basic unit of teaching and language practice.*
- ☞ *Grammar is taught inductively.*
- ☞ *The student's native language is the medium of instruction*

6. The excessive obsession with accuracy and completeness inhibited learner's communication.

In spite of the strong criticism against this method, it has some strong following among teachers and learners across the globe.

- Translation is a cross-lingual technique which is used in language learning.
- Grammar teaching is given importance. Learners understand the grammatical system of the second language.
- Translation exercises put the learner into an active problem – solving situation.
- In our schools and teaching situations teachers still resort to translation technique as an easy way of explaining things.

Discussion

Eminent Indian leaders have attained remarkable mastery over the English language after learning it through the Grammar Translation Method. How could it have been possible if the method has many drawbacks as listed above?

Practical application:

In order to fully understand how Grammar – Translation Method works in the class, let us try to understand it by following the steps that the teacher has to take.

Step 1

- The teacher chooses a reading passage from the English text book.
- He asks each student to read a few lines from it and translate them into his mother – tongue (L1)
- He helps him with new vocabulary items.

Step 2

- When they have finished reading and translating the passage, the teacher asks them in L1 if they have any questions.
- He answer the questions in L1.
- This actively goes on till the teacher feels that all the questions have been answered.

Step 3

- The teacher asks the students to write answers to the questions given at the end of the passage.

Step 4

- After one – half hour, the teacher speaking in L1, asks the students to check their answers.
- One by one the students read their questions and answers.
- If the answer is correct, the teacher approves. If incorrect, he gives the correct answer.

Step 5

- As the next activity, the teacher asks the students to look at the words listed and translate them into their L1.
- If the students do not know their L1 equivalents, the teacher gives them.
- The teacher adopts the same method with synonyms, antonyms etc.

Step 6

- The teacher works through the grammar exercises.
- The students are given the rule for each exercise and at the same time asked to translate the sentences into their L1.
- The students do all the exercises fill in the blanks, etc.

Step 7

- The teacher asks the students to translate the whole passage into their mother- tongue and memorize vocabulary items.
- They are asked to write sentences for each vocabulary item.

Step 8

- Students are asked to write a composition based on the passage.

The Direct Method

Scope

- This method implies a radical change from literary language to the day – to – day spoken language as the object of language teaching and learning.

Its salient features are:

- The use of every day vocabulary and structures.
- Grammar is taught inductively.
- Oral skills are developed through question – answer sessions, interaction exercises and intensive classroom drills.
- Second language learning is in the natural way as humans learn their mother – tongue.
- Concrete meanings are taught through demonstration, pictures, objects etc. and abstract meanings through association of ideas.
- Both oral and listening skills are taught.
- Good pronunciation is aimed at and translation is avoided.
- Writing is kept away from the learner until after the printed word has been introduced.

SALIENT FEATURES:

- ☞ *The theory underlying this approach is behaviourist habit – formation.*
 - ☞ *Speech habits are cultivated by imitative drill.*
 - ☞ *It teaches grammar inductively.*
 - ☞ *The meaning of a word or structure is not given either in L1 or L2. Instead it is to be understood the way it is used in a situation.*
- The learner is expected to use the language learnt in the class room to the outside world.*

Normal Class Room Procedure:

- The teacher presents usually a short text.
- Difficult words and phrases are explained in the target language.
- Their understanding of the text is tested.
- Students do the exercises on grammar and learn the rules on their own.
- Exercises like dictation, free composition, pronunciation are given drills.

Critical Evaluation

- This method was introduced in France and Germany. In the US it is widely known as the Berlitz method. It was quite successful in private language schools. But it was difficult to implement in public secondary schools.
- It demanded high proficiency in spoken language and a native - like fluency in non - native teachers.
- Its procedures and techniques were difficult. Teachers had to struggle hard to explain in target - language.
- Learning second language in the same way in which first language was acquired is not practically feasible as there was less time and opportunity available in schools.
- No selection and grading of vocabulary and structures were carried out which bewildered the pupils.

Practical application :

A typical Direct Method lesson would be completed in the following stages.

Stage 1

- The teacher places a big map of Harappa in front of the class and asks the students to open their books at the page where the lesson is tilted.
' Harappa Civilization'
- Each student reads a sentence from the passage and the teacher points to the part of the map the sentence describes.

Stage 2

- The teacher asks students if there have been any difficult words or expressions.
- If they have, the teachers tries to make them understand the meanings of the word / expression by black board drawing or contextual explanation.

Stage 3

- The teacher asks questions to check whether they have understood the passage.
- Students are also encouraged to ask questions to check whether they have understood the passage.

	OBJECTIVES:
	☞ <i>To help the students to speak the target language fluently and accurately.</i>
	☞ <i>To make them write accurately</i>
	☞ <i>To prepare them achieve true bilingualism.</i>

Stage 4

- Students do the exercises on grammar, filling in the blanks etc.
- They read the sentences aloud and supply the missing words.

Stage 5

- The teacher gives them a dictation exercise.

Stage 6

- The class practises pronunciation of words.

The Bilingual Method

Scope :

This method was developed by Dr. C.J. Dadson. As the name suggests, the method makes use of two languages – the mother tongue and the target language. This can be considered a combination of the Direct Method and the Grammar – Translation Method.

The principles followed in the Bilingual Method:

- Foreign / second language can be learned with the help of L1.
- L1 is not used as translation but as a means to achieve the communicative end.
- Words and sentences in the target language are presented with L1 equivalents.
- Sentence is the unit of teaching – not word.
- The use of the L1 is restricted to the teacher only. Students never say anything in their L1.
- Once the students develop a sufficient command of the target language, mother – tongue is completely withdrawn.

The normal procedure / steps in teaching:

1. The teacher reads out a dialogue to the class just once which the students listen with their books closed.
2. The class repeats the lines after the teacher with their books open and glancing at them between imitation responses.
3. Meaning is conveyed through the L1 equivalents at the sentence level.
4. The teacher says each sentence of the dialogue twice with L1 version sandwiched between the two
5. Not word but utterance equivalents are given.

Critical Evaluation

- This method can not claim to be innovative because its procedures are not much different from earlier methods.
- Students become dependent on their native tongue for understanding the structure of the target language.
- The focus is on the grammatical structures rather than on how those structures are used in everyday conversation.

- It places unusual demand on the teachers as they are to be proficient in the two languages – L1 and L2.
- It does not seem to follow any set theory in language teaching and learning.

Practical Application:

Bilingual Methods uses a dialogue form to convey the meanings as in:

Teacher : Would you close the door, please?

Teacher : (Gives a sentence in L1 twice)

Teacher : Would you close the door, please?

Teacher : (directs the pupil(s) to repeat the sentence after him)

- No word, but utterance equivalents are given (either whole utterance or in meaningful parts)
- Mother – tongue interference is allowed.
- Once the students achieve communicative proficiency, the mother – tongue is withdrawn and the approach becomes monolingual.

The S – O – S Approach / Method

(The structural – oral – situational approach)

Scope

An eclectic approach evolved through the combination of certain aspects of the Direct Method, the Oral approach and Audio lingualism came to be known SOS (Structural – Oral – Situational Approach) in India. The basic assumptions of this approach are as follows.

1. Learning a language is not only learning its words but also the syntax.
2. Vocabulary is presented through graded vocabulary lists.
3. Skills are presented in the following order: listening, speaking, reading and writing (LSRW)
4. Sentence patterns exists and can form the basis of a language course.

In 1950, the SOS approach was officially accepted by the Madras Presidency (consisting of the states of Andhra, Kerala, Karnataka and Tamil Nadu). A massive teacher training programme known as the MELT (Madras English Language Teaching) campaign was organized to train all teachers in this new methodology. Later the CIEFL, Hyderabad and the RIEs at Bangalore and Chandigarh also propagated this approach. For four decades, till the 1990s, the SOS has been practiced in schools in South India. Recently there have been attempts to shift to the communicative paradigm, and there has been some resistance to this move.

Classroom Procedures:

A typical lesson in S-O-S approach is completed in three phases:

- a. **Presentation :** introduction of new vocabulary / grammatical items in contexts.
- b. **Practice :** Oral but controlled practice of the items.
- c. **Production :** a free practice in the language items learnt in phase (b).

Critical Evaluation:

1. It helps to develop a learner's competence in the use of structures in the target language.
2. Its emphasis on the use of language in contexts and situations that are in immediate environment made it more viable.
3. Concrete linguistic items are taught through demonstration and abstract ideas through association.
4. Class room teaching and learning are made enjoyable.

Yet the S- O- S Approach has the following drawbacks also.

- The situations are not real - life - situations. They are structural drills in which objects, pictures and realia are used.
- The approach evokes reactions from teachers who had to carry a lot of things to the class room.
- They find it difficult to make abstract ideas understood by the learner.
- The approach is found to be suitable only at the elementary level not at the higher classes.
- For teaching prose, poetry and composition, the approach has been found inadequate and ineffective.
- Language can never be an accumulation of habits, as argued by the mentalists like Noam Chomsky.

Practical Application:

The teacher has started teaching 'adjectives.' He has already used 'large' with a singular noun. Now he is using 'small' plus 'so' and 'such' with a plural or singular noun.

Teacher : Look at these books.

They're small and thin, aren't they?

They're so small that I can put three of them in my pocket.

These are such small books that I can put three of them in my pocket.

Who is the best runner in this class?

Students : Paul is

Teacher : Yes.

Paul is such a good runner that no one can catch him.

The teacher writes on the board:

Paul runs so fast that no one can catch him. Paul is such a good runner that no one can catch him.

Exploration

In Tamil Nadu, we have been learning English from class I onwards. Even after 12 years of a language study that amounts to roughly 2200 days of learning, do you think we have acquired the basic skills of communication in English?

Task 1**Discuss :**

What measures would you suggest for acquiring the communicative competence in English?

Task 2**Discuss:**

Have our teachers teaching English for primary class children been following any particular method all these years? What is that method?

Task 3

Given below are two exercises used in a language classroom by two different teachers. Look through them carefully and identify the differences between them.

1. Choose a partner. Now imagine that you are a fortune – teller. Your partner is interested in knowing about his future, and will ask you some questions. Try to predict his future for him.
2. Use the following table and make as many sentences as you can.

We	will	go to London	next week.
They		watch a movie	tomorrow.
The Children		play tennis	this evening.

Now, answer the following questions.

1. What is being taught in this exercise?
2. Which exercise could become mechanical?
3. In which exercise is there very little possibility of making mistakes?
4. Which exercise is closer to real- life communication?
5. Which exercise gives greater freedom to the learner?

LATEST TRENDS IN ENGLISH LANGUAGE TEACHING

Scope:

- The different methods and approaches we have discussed in the previous chapter concentrated on the components of the English language, namely words, structures, word – order, grammar etc. But language is a means of communication. The approaches mentioned earlier have almost ignored this function of the language and succeeded in imparting knowledge of language forms and rules. Thus our students acquired linguistic competence. They must have acquired communicative competence also.

- In Britain, scholars like Christopher Candlin and Henry Widdowson advocated a functional approach to language learning that gradually gained currency and came to be known as Communicative Language Teaching or CLT.

Development

COMMUNICATIVE LANGUAGE TEACHING (CLT)

Scope

In 1972, a new language course was proposed in Europe which aims to make communicative competence the goal of language teaching. Here the focus was on what the learner needed to understand and express through the target language and not on the accumulation of grammatical items and structures.

Objectives:

- It aims to develop communicative competence in learners so that they become effective communicators in the target language.
- The focus is on meanings and functions rather than on the form of the language.
- It is the learner and his learning that are more important.
- Language is acquired rather than learnt consciously.
- The teacher facilitates language acquisition through problem solving activities and tasks which ensure learner participation and interaction.
- The aim is to involve the learner in the learning process so that language develops automatically and spontaneously.
- All the four language skills- listening, speaking, reading and writing – receive equal treatment.

Critical Evaluation:

- CLT is basically an eclectic approach to foreign language learning.
- Class room learning involves lot of activities like group / pair work, language games, role – plays, simulations, question – answer sessions related to the students' personal experiences.
- Learning is not confined to any set of text books. Materials include newspapers, magazines, graphics, visuals, filmstrips, wall charts etc.
- The class room is a hub of activities and the lessons are mostly task – based and problem solving solutions.

Drawbacks in CLT

1. There is not a single, uniform method that could be called 'communicative'. Different practitioners use different techniques to involve learners in the process of learning.
2. Students are to learn English without the help of text books. This results in no formal teaching taking place in the class.

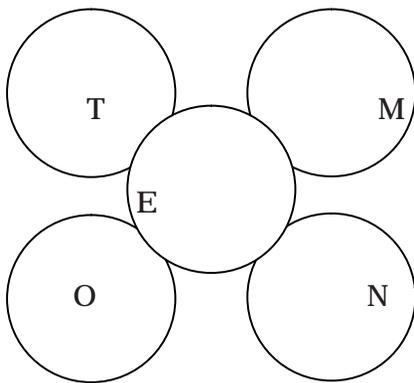
3. Several roles are assigned for the teachers in CLT. The teacher should be a facilitator, group process manager, counsellor and an independent participant within the teaching – learning group. These responsibilities are really too much for the teachers.

Practical Application:

Warm – ups: A warm – up task is a small task given just in the beginning of the class to develop interest in students. It does not normally take more than five minutes.

a) Simple Game

All the students in the class are given a card bearing a letter – pattern as shown below. Each student is asked to write down on a sheet of paper all the words they can make from the letters provided the middle letter appears in each. It is a timed game. The student with maximum words wins.



b) Tasks: The following is a discussion – group activity. It would take 20 – 30 minutes:

Step 1 :

The students are divided into groups of 4 or more. One of the students is chosen as group leader for reporting the group's observation.

Step 2:

Each member of the group receives a copy of the following activity. The class is explained what the task is about. Each group is asked to discuss what items they would choose for survival on the moon and why?

Survival on the Moon

You are a member of a space crew originally scheduled to meet with a mother ship on the lighted surface of the moon. Because of mechanical difficulties, your ship was forced to land at a place 200 km from the meeting point. During the landing, much of the equipment aboard was damaged, and since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 km trip. Below are listed fifteen items left intact and undamaged after landing. Your task is to rank and order them in terms of importance to your crew in allowing them to reach the meeting point.

- Match box
- Food concentrate
- 50 feet nylon rope
- Parachute silk
- Portable heating unit
- Two 0.45 caliber pistols
- One case of dehydrated milk
- Two 100 – pound tanks of oxygen
- Stellar map
- Lift raft
- Magnetic compass
- 5 gallons of water
- signal flares
- First – aid kit containing injection needles
- Solar – powered FM receiver – transmitter

Step 3:

Once the activity is over, the group leader presents his group's ranking order and defends it too. Other groups can seek clarifications.

Step 4: At the end, the teacher gives the handout containing the approved ranking. Any task does not simply concentrate on one particular skill but aims to develop skills in an integrative way. Usually all tasks are completed in three stages:

Stage 1 : Pre – task.

The teacher gives a warm-up task to develop interest in students. It could be 1 – 2 minute question – answer session or a picture, diagram, etc that the teacher feels would make students curious about what is going to come next.

Stage 2 : While – task

What is that the students have to do while they are doing the task? Do they have to listen to something (tape – recording, etc), read a text silently and answer the question? Such decisions have to be taken before hand.

Stage 3: Post – task

After the second stage is over, what does the teacher want students to do further?

It could be a home assignment. The teacher will have to identify which tasks would suit at what level of learning.

Activity Based Learning (ABL Method)

Learning through activity is a new approach in the teaching of English language. Generally teaching of English to non - English speaking people is a difficult task. From time immemorial several attempts have been made to simplify the process of teaching English to non English speaking people. An earnest attempt has been made to teach English to the pupils of the schools of Chennai Corporation through well-designed and developed cards and through a ladder by the Department of Education of the Corporation of Chennai with the assistance of UNICEF and professional support of selected DTERT and DIET faculty. Further the ladders

prepared are strictly in accordance with the syllabi published by the Government of Tamil Nadu recently.

This system of learning, not only simplifies the process of teaching and learning but also makes it more logical and natural. Exposure to an English environment is an imperative aspect on the part of the learners to acquire the right type of pronunciation of English vocabulary. Adequate provision is made on the ladder to create an English atmosphere in the classroom. Learning involves listening, speaking, reading, and writing. This is something like supporting a huge structure on four pillars. Absence of a single pillar will cause much damage to the structure itself. Likewise negligence of any one of the four processes of learning will result in irreparable damage to the learning process. So utmost care is taken to strengthen the process of learning.

Separate logos are assigned for each learning activity. Names of vehicles are selected as Logos for English. Same logos are given for the same kind of activities. These logos are distributed in the milestones. Each milestone has various steps. The initial milestone in each standard is termed as zero milestone. These zero milestones are for making the children ready for learning. A minimum of 10 days can be spent to complete each milestone in each standard. The zero milestone in the II Std is to revise what they have learned in their I standard.

The following activities are included in the learning process.

I. Listening

- ⊗ Rhymes.
- ⊗ The letters of the alphabet.
- ⊗ The words relating to home and school environment.
- ⊗ Greetings and responses.
- ⊗ Informal conversations.
- ⊗ Simple commands and instructions.

II. Speaking:-

- ⊗ Asking and answering simple common questions.
- ⊗ Making polite requests.
- ⊗ Saying “Thank you” and “Sorry” wherever necessary.
- ⊗ Asking for permission.
- ⊗ Expressing their needs.

III. Reading:-

- ⊗ Recognizing lower and upper case of letters of the English alphabet.
- ⊗ Reading words with pictures.
- ⊗ Reading words without pictures.
- ⊗ Reading words.

IV. Writing.

- ⊗ Drawing and painting.
- ⊗ Drawing lines and curves leading to writing.
- ⊗ Writing letters of the alphabet.
- ⊗ Writing words.

To attain perfection in the above said process of learning , a lot of activities are suggested. These activities are very carefully designed to suit to the age and grasping power of the children. They are arranged in the ladder in a natural sequence. As the activities are given in cards both the teachers and the pupils can use them quite easily and effectively. Quite a large number of self learning activities are given for the children to learn themselves. Children will have self satisfaction and a sense of achievement, feeling of happiness after completing each card. There is provision for the fast learners to go fast at their own speed. The slow learners without any hindrance can proceed at their own pace. As the learning process goes through the ladder the children know well what they have learned and what they have to learn later . No teacher can skip any step as he/she is forced to go by the steps, stated in the ladder. There is provision for those children who for some reason or other could not attend school for some days. They can proceed with their learning from where they left on the day they last attended school.

Evaluation is a continuous process. To test the level of achievement of the children test cards are provided. Pictures are drawn in the test cards to invigorate the children and to make them feel and believe that evaluation is not a burden but a lively and interesting activity. Further it is done then and there. There are examinations twice a year.

Logos used in the ladder:-

Pencil, custard apple, pot, kit-box, baby walker, tricycle, bicycle, cycle-rickshaw, motorcycle, car, auto, train, tractor, van, aeroplane, road roller, parisal, boat, scooter, catamaran, rocket, bus and lorry.

These logos are classified as general and specific. General logos are common for all subjects such as Tamil, Maths and EVS. Specific logos are meant only for English.

ACTIVE LEARNING METHOD (ALM METHOD)

What is Active learning and Why is it important?

The term "active learning" has been more understood intuitively than defined in commonly accepted terms. As a result many educators say that all learning is active. Are not students actively involved while listening to lectures or presentations in the classroom? Research however, suggests that students must do more than just listen: They must read, write, discuss or be engaged in solving problems . Further, students must be engaged in such higher-order thinking tasks as analysis, synthesis, and evaluation, to be actively involved. Thus strategies promoting activities that involve students in doing things and thinking about what they are doing may be called active learning.

Bonwell and Eison state "...that students must do more than just listen: They must read, write, discuss, or be engaged in solving problems. Most important, to be actively involved, students must engage in such higher-order thinking tasks as analysis, synthesis, and evaluation. Within this context, it is proposed that strategies promoting active learning be defined as instructional activities involving students in doing things and thinking about what they are doing."

Use of these techniques in the classroom is vital because of their powerful impact upon students' learning. Studies have shown that students prefer strategies promoting active learning to traditional lectures. Other research studies evaluating students' achievement have demonstrated that many strategies promoting active learning are comparable to lectures in promoting the mastery of content but superior to lectures in promoting the development of students' skills in thinking and writing. Some cognitive research has shown that a large number of individuals have learning styles that are best approached using pedagogical techniques other than lecturing. While the past decade has seen an explosion of interest among college faculty in 'active learning' and cooperative learning', college faculty still teach their classes in the traditional lecture mode. There remains much misunderstanding of and some mistrust of what such a move may imply. Active learning stands in contrast to "standard" modes of instruction in which teachers do most of the talking and students are passive.

When you have learned something you have changed your brain physically.

There is a consensus among researchers that we do not learn by passively receiving, and then remembering what we are taught. Learning involves actively constructing our own meanings. Actually construction of connections between neurons happens as we invent our own concepts and ideas, connected to what we already know. This "meaning-making" theory of learning is called 'constructivism'. We must remember that neuronal connections are happening all the time. The question is whether we are aware of the connections being made. Thus active learning seems to involve an inward looking, simultaneous with the outward looking. Active learning refers to techniques where students do more than simply listen to a lecture. Students are DOING something including discovering, processing, and applying information. Active learning "derives from two basic assumptions:

- (1) that learning is by nature an active endeavour and
- (2) that different people learn in different ways"

It is important to remember, however, that lecture does have its place and that active learning cannot happen without content or objectives. Education once was thought of as a process of transmission (i.e., pouring knowledge into empty vessels), research has made it abundantly clear that the quality of teaching and learning is improved when students have enough opportunities to clarify, question, apply, and consolidate new knowledge. Many teaching strategies can be employed to actively engage students in the learning process. Some of these are group discussions, problem solving, case studies, role plays, journal writing, and structured learning groups. The benefits of using such activities include improved critical thinking skills, increased retention and absorption of new information, increased motivation, and improved interpersonal skills. However, research also indicates that by reorganizing or adapting the ways they present material to students, instructors can create an environment in which knowledge retention is significantly increased; of course, such situations require the cooperation of the students themselves. One of the best methods is to implement so-called active learning.

Active learning is involving students directly and actively in the learning process itself. This means that instead of simply receiving information verbally and visually, students are receiving and participating and doing. Thus active learning is:

- engaging students in doing something other than listening to a lecture and taking notes
- Students may be involved in talking and listening to one another,
- or writing, reading and reflecting individually or in small groups

WHAT ARE THE ELEMENTS OF ACTIVE LEARNING METHODOLOGIES IN THE CLASSROOM?

Active learning methodologies require that the student must find opportunities to meaningfully talk and listen, write, read, and reflect on the content, ideas, issues, and concerns of an academic subject.

Merits of active learning are:

- Students are involved in learning.
- less emphasis is placed on transmitting information and
- greater emphasis on developing students' skills,
- students are involved in higher-order thinking (analysis, synthesis, evaluation),
- students are engaged in activities (e.g., reading discussing, writing), and
- greater emphasis is placed on students' exploration of their own attitudes and values.

“Active learning shifts the focus from the teacher to the student and from delivery of subject content by teacher to active engagement with the material by the student. Through appropriate inputs from the teacher, students learn and practice how to apprehend knowledge and use them meaningfully.”

ACTIVE LEARNING needs a structure and an atmosphere...

Best structures for active learning

- where there is no competition
- where seating favours discussion and peer learning
- where it is explicit that class space is for learning by ‘doing some things’ and
- the ‘doing’ is defined such that it can be seen as meaningful and applied in other contexts
- mixed age environments are also a possibility

Some assumptions have to be shifted. We need to create learning structures in which

- engagement is more important than demonstrable, measurable results
- well being is more important than performance
- class structure will not permit regression to the older mode...
- initiative is welcome and hierarchy is not, ALM processes are considered suitable for learning in many situations, including the covering of the given academic content at the level of grades 6,7 and 8.

A word for the teacher

While choosing modes of instruction, it is good to bear in mind that student learning depends primarily on what the students do rather than what the teacher does. Thus a thoughtful approach to effective teaching requires that educators grow aware of the many strategies promoting active learning. These have been successfully used across many disciplines. Further, each educator needs to reflect on some questions:

- Am I willing to experiment with alternative approaches to instruction?
- Are techniques of active and cooperative learning alternatives to lectures, or are they enhancements of lectures?.

Exploration:

- Most of the time, it is the English language learners who are the victims of our educational system and management. What are your suggestions? Debate in groups and come forward with your points.
- Can we go for an eclectic method combining the salient features / techniques of various methods for helping the children learn English language in a better way?

What is your idea on ELT campaign that was very effectively catering to the in-service needs of primary and secondary school teachers in English language teaching methodology and spoken and linguistic competence?

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UNIT – 5

TEACHING VOCABULARY

SCOPE

It may be useful to begin this chapter by listing some questions which teachers and students have asked about vocabulary and language study. We hope to try

and lay some foundations from which answers might be found:

- How many words provide a working vocabulary in a foreign language?
- What are the best words to learn first?
- In the early stages of learning a second / foreign language, are some words more useful to the learners than others?
- Are some words more difficult than others? Can words be graded for ease of learning?
- What are the best means of retaining new words?
- Is it most practical to learn words as single items in a list, in pairs (for example as translation equivalents) or in contexts?
- What about words which have different meanings?

Should they be avoided? If not, should some meanings be isolated for learning first?

OBJECTIVES OF LEARNING VOCABULARY:

- ☞ *To know a word in a target language may mean the ability to:*
- ☞ *recognize it in its spoken / written form.*
- ☞ *recall it when needed.*
- ☞ *relate it to an appropriate objective or concept.*
- ☞ *use it in the appropriate grammatical form.*
- ☞ *pronounce it*
- ☞ *speak in a recognizable way.*
- ☞ *spell it clearly and correctly.*
- ☞ *use it with words that correctly goes with it.*
i.e., in the correct collocation.
- ☞ *be aware of its connotations and associations.*

DEVELOPMENT OF THE UNIT

Learning a new language is basically a matter of learning the vocabulary of that language. Not being able to find the words you need to express is the most frustrating experience in speaking another language. Of course vocabulary is not the whole of the language. The system of the language (its 'grammar' or 'structure') is also important: how the plural is formed, how past tense is signified and so on. Nevertheless it is possible to have a good knowledge of how the system of a language works and yet not be able to communicate in it; whereas if we have the vocabulary we need, it is usually possible to communicate.

(i) Active and passive vocabulary

Anyone who learns a new language is likely to recognize more words than he can produce. It is difficult to produce a word correctly. One has to pronounce or spell it in the right way, use it in the correct grammatical form, use it appropriately with the correct words coming before and after it and so on. It may therefore be important for a teacher to decide which words she wishes the students to produce correctly. These words form the 'productive' or 'active' vocabulary. The teacher also should decide which words she wishes her students merely to recognize. These words form the 'receptive' or 'passive' vocabulary.

Producing (speaking or writing) words in the target language makes much greater demands on the learner. Of course in productive vocabulary, the learner has an advantage in that he is able to choose which word he wishes to use: whereas in receptive vocabulary (as in listening or reading) he has to handle whatever language the speaker or writer uses.

(ii) Selection and Grading

General service list published in 1953 is the outcome of almost three decades of major work in English lexicometric. The major contributors to this work are Michael West himself whose work in English as a foreign language was concentrated in Bengal in India and Harold Palmer – one of the founding fathers of English Language Teaching (ELT) who was the Director of the institute of ELT in Tokyo from 1923 – 1936.

West is also known for his New Method Readers and his New Method Dictionary which makes use of controlled vocabulary for graded teaching in a second language.

Michael West's General Service List consists of 2000 words with Semantic (meaning) and frequency information drawn from a corpus of two to five million words. It is claimed that knowing these 2000 words gives access to about 80% of the words in any written text and thus stimulates motivation.

The main criteria of West, Palmer and others for the selection of vocabulary for learning in the early stage are:

- (a) The frequency of each word in written English should be indicated.
- (b) Information should be provided about the relative prominences of the various meanings and uses of a word form.

e.g. Look at these sentences:

- (1) Kandan is sitting on the bank of the river.
- (2) I am going to the bank to draw some money.

Is the word 'bank' in sentences 1 & 2 the same?

The word 'bank' has the same form in both the sentences. But it has a different meaning in sentence (1) from the meaning of 'bank' in sentence (2). It is the context of the sentence which shows which meaning of 'bank' is being used.

- (c) Universality (words useful in all countries).
- (d) Utility (enabling discussion on as wide a subject range as possible)

For classroom teachers and the material producers the following guidelines may be useful in selection and grading :

1. Words selected should include
 - a) Those frequently used.

b) All structural words.

c) Words which are useful because other words can be built from them
e.g. Spot-spotted, spotless, spotty and unspotted.

2. In the first year we should have vocabulary referring to concrete things – things that can be seen, touched and gradually we should proceed from concrete to abstract.

Mr. Billow's four concentric circles can make a basis for this

i) the class room.

ii) the home environment.

iii) vocabulary from outside the classroom and home environment which can be introduced with the help of the pictures and

iv) similar vocabulary but which cannot be introduced in this way.

In the first year, when the students have fully grasped the vocabulary and structures concerning class room objects, they should go on to structures and vocabulary concerning the home environment. Similarly in the second year, they should be introduced to structures dealing with things outside their environment with the help of pictures and other audio-visual aids, proceeding from the known to the unknown. As and when the children move on grasping sufficient vocabulary concerning concrete objects, we have to introduce vocabulary and structure relating to abstract things outside their own experience.

The first verb introduced should be am / are / is (this is a book). Afterwards the idea of continuous tenses should be taken up. Later on in the coming years, the tenses introduced should include the definite and perfect ones.

The need for controlled composition with the pictures and other visual aids must also influence the grading of vocabulary and structures.

3. How to decide – in later stages - which word is simple and which is difficult.

Look at this sentence:

I'm not going to put up with this behaviour any longer.

All the words in this sentence link with one another and help to make up the sense of the sentence; but three words in particular, "put up with" are firmly linked together: they operate as a unit – and have one meaning (roughly 'tolerate' or 'endure') so here we have three words for one lexical item (Refer to 'phrasal verbs' in the unit on CONTENT – SECOND YEAR. The concept of lexical item as one kind of unit of meaning is useful to the teacher, as it helps to make clear what is being taught. It reveals one reason why a difficult word like 'helicopter' which has only one meaning may be easier to teach them a so called 'simple' word like 'head' which may be in several different lexical items:

- a hat on my head.
- at the head [= top] of the page.
- the head [= boss] of the business.
- to head [= lead] a team etc.

However one may feel in the end that there is no such thing as 'the perfect' order or grading. We teach many new words nowadays as children are picking up a large number of vocabulary items outside the school through the electronic and print media. They are growing linguistically too. They come to school with a precious wealth of vocabulary. So we need not restrict them to a limited

vocabulary. Let's make use of their experience and knowledge of vocabulary, build on it and see whether it is helpful both to the learner and to the teacher.

- As we all know - 'The proof of the pudding is in eating'.

TASK 1

☞ Refer to a good dictionary and list out the various meanings of the word - table.

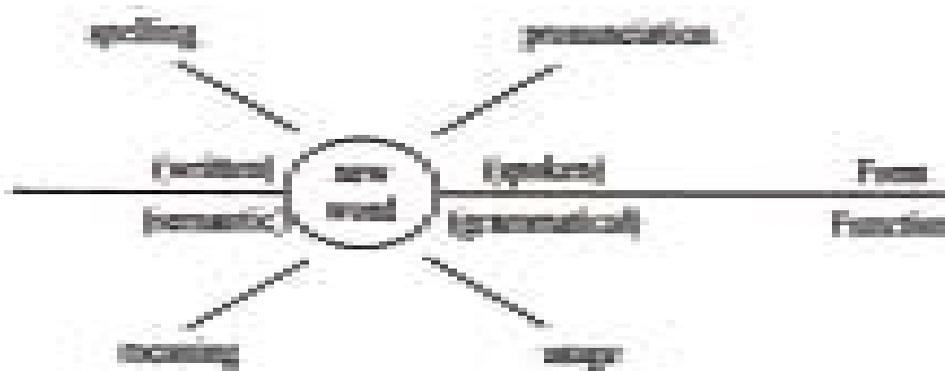
TASK 2

☞ Find out the one word which is used in the sense of : a physical organ; 'a group', 'corpse', 'mass' and 'trunk' or 'mainpart'.

(iii) Techniques to introduce words

Each new word needs to be taught in the following four aspects:

1.



Children learn :

- pronunciation - through the teacher's model.
- meaning - through realia, pictures, gestures / explanation,
- spelling - through syllabification and
- usage - through different sentences.

Frequent exposure and repetition:

If the word has to be a part of learner's productive (or active) vocabulary, he must be given the opportunity to use it, as often as it is necessary for him to recall it, with the correct pronunciation. It's not enough that it should happen only in one lesson. Since the learner is exposed to a large number of words, the words he is meant to remember should crop up at regular intervals in later lessons.

Inferencing (or guessing) procedures

Many language teaching programmes aspire to teach only about 2000 words. Are the remaining words learnt from a dictionary? Almost certainly not. If the meanings have not been supplied by outside sources, as it were, then where have they been found?

The answer is, of course, that we guess the meanings of the words by hearing them used in a certain situation or by reading them in a certain context and guessing their meaning from the context. Usually it is clear in a situation what

particular thing some one is referring to: in a written context, a bit more intuitive work may be called for.

At the very elementary level, the teacher's help may be in the form of

1. drawings on the black board / pictures / real objects.
2. use of mime, gestures.

One obvious method of checking the pupils' understanding might be simply to ask the students to say the equivalent in their mother tongue (Teacher should not translate the meaning) or in simpler English – What do you think 'X' means.

As and when the students progress to higher classes -

- it is important to train students to go for the overall meaning of the text they are reading and not allow themselves to be put off or distracted by individual words that they don't know.
- most common words like head, table, bank as already illustrated have a vast range of denotations – which one is appropriate will depend on the meaning of the passage as a whole.

In dealing with individual words in the higher classes, the teacher really has a choice of four techniques:

- 1) to explain the meaning of the difficult words, gloss in simpler English. This is the procedure adopted in many course books, where there is a vocabulary list or glossary with the passage.
- 2) To get the students to check up the target words in their dictionaries.
- 3) To try to get the meaning of the word from the class, and if they don't know try to get them to guess or infer the meaning.

(Although it takes most class time this technique may well be the most efficient in the long run).

- 4) To simply ignore the word, unless a question about it is raised by the students. This does not mean that the teacher is not 'doing her duty'. It is not always necessary to understand the meaning of every single word in a passage to get the general or overall sense of the passage.

Translation (Use or misuse?)

At one time almost all foreign language teaching was done by translation. All expressions in the target language were immediately translated and new words were usually recorded in a 'vocabulary notebook'. The result of this approach was, usually, that the target language (English) was used very little in the classroom. Most of the time was taken up with the mother tongue. The students had very little opportunity to practice using the foreign vocabulary in conversation or even in writing and hardly ever got to the point of 'thinking' in the foreign language. Many of us are victims to this 'easy' approach.

Teachers might feel that use of mother tongue, can save a lot of time, and also perhaps, reassure the learner in a situation he thinks to be threatening.

Task 3

The technique of using prefixes to infer meaning is often very useful in grasping the overall message of the text.

For example: The Prefix '-mis' is often used to give the sense of 'bad' or 'wrongly' or occasionally 'lack of'. See if you can work out the meaning of the words underlined.

1. There is a misprint in the newspaper.
2. I have misplaced my watch.
3. He is an honest man, but his views are very misguided.
4. The politician complained that he had been misquoted.
5. You have misunderstood me.
6. He was accused of misconduct and dismissed from job.

But still the disadvantages are many as pointed out. If we think that translation is an easy way out, think of this – “At what cost?”.

Reference to translation raises one further issue namely – the effect on the burden of learning of the order of presentation. The research findings (Paul Nation – 1982) concludes that if vocabulary is needed for productive use (for speaking and writing) then a learning sequence of mother tongue word – foreign language word would be appropriate. A direction of foreign word - mother tongue may be more appropriate if only reading and listening (receptive use) are required.

On the whole, however, translation of vocabulary into the mother tongue should be kept under tight control – to the barest minimum. From the upper primary stage onwards, it is better to present a word (only if it cannot be elicited) by using simple explanation in the target language (Not in mother tongue). Apart from giving the students additional exposure to the target language, this technique has another benefit. If, on a future occasion, he is not able to recall the new word, he can always give an explanation. This is a technique that is, infact, often used by us in our mother tongue. When we cannot think of the best word in a particular situation students can approximate by giving a synonymous or explanation. Students who have been taught by translation techniques often give up if the exact word or phrase does not come to mind. Those who are used to operating in the 'target language will often have alternative phrasing to help them. (As learners become more proficient they have to learn to rely more on their own inferential skills by decoding words in context. The context may be spoken or written and the extent of decoding may stretch to several sentences before the word can be understood).

Task 4(a)

Find the explanation / definition in the Second Column which matches the word in the first column.

Word	Definition
1. triple	A. a cycle with 3 wheels.
2. trident	B. stand or support with 3 legs.
3. tripod	C. series of 3 related books, plays etc.
4. tricycle	D. weapon with 3 points
5. trilogy	E. grow (or cause to grow) to 3 times the original amount or number.

Task 4(b)

Finish each sentence with a word from the word box. Use each word only once.

polite careless neat shy selfish thoughtful

- Someone who has trouble making new friends is feeling _____
- A person who says "please" and "thank you" is _____
- Someone who always puts all the toys away is _____
- A person who won't share with others is being _____
- A person who leaves her bike out all night is being _____
- Someone who thinks of others is _____

Task 5

There is one word in the list of words in the box which means the same thing as one group of words underlined in the sentences. Put the word and the group together. An example is given to help you.

Straight – without any curves or corners. (Sentence 2)

<i>thumb</i>	<i>secret</i>	<i>several</i>	<i>shelter</i>	<i>shower</i>
<i>spread</i>	<i>wander</i>	<i>straight</i>	<i>weather</i>	<i>wise</i>

1. Sheela has bought more than one or two newbooks.
2. Draw a line without any curves or corners.
3. The name of the short and stout finger in our hand.
4. The cows go here and there over the fields eating grass.
5. The clever man is the opposite of foolish.
6. I made a little house for my dog to give him safety from the sun and rain.
7. The bread was covered all over with jam.
8. The question paper for the next examination is very private and must not be explained.
9. Before the pilot began to fly the plane, he asked about the state of the sky, the wind and the air.
10. If there is only a little rain and it stops very soon I shall play foot ball.

As teachers of English; we all should know the three following terms not only for teaching but also for using vocabulary effectively.

(1) Connotation (2) Collocation (3) Association.

1. Connotation

What is the difference between a fat baby and a plump one? Denotatively, that is, in terms of who they are referring to, there may be no difference at all – The slim person, the thin person, the skinny person may all be the same weight. The choice of one phrase rather than the other will probably indicate how the speaker feels about the person. Certain words are chosen because, they convey some kind of feeling or judgement. For example if you approve of the way in which some one sticks to his opinions, you may appreciate the fact that he is resolute or determined. To some one for whom this kind of behaviour seem to be awkward, or nuisance, the same person may be called 'stubborn or obstinate'. We say therefore that words like skinny, fat, stubborn or obstinate tend to have unfavourable connotation whereas words like slim, resolute or determined tend to be used with intended favourable connotation.

2. Collocation: or word relation.

A simple example of two words having almost same meaning. Which word should go with which is illustrated here. The words are 'distant' and 'remote'. The grid illustrates the overlapping but distinct collocability of these two words.

distant	remote	
+	-	view of the tower,
+	-	cousin of mine.
+	-	future
+	+	past
-	+	possibility
-	+	village

(+ sign shows the right collocation).

3. Association

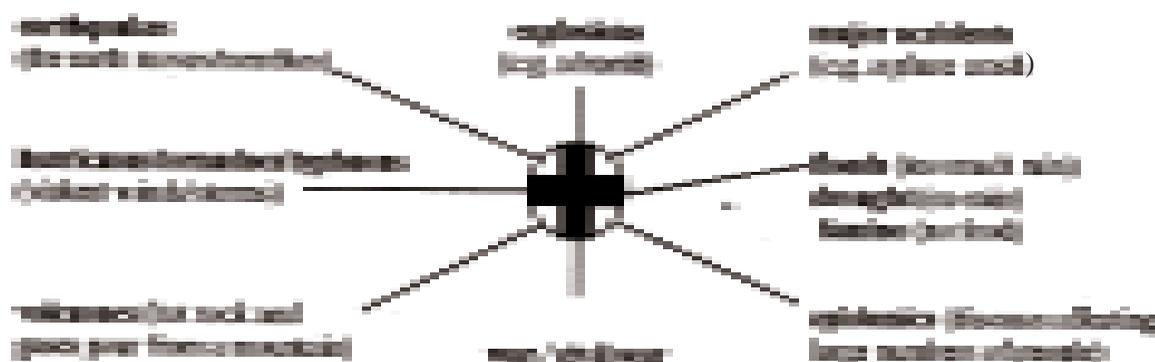
Similar to the connotation of a word is its association. Whereas connotations relate to the system of the language, associations relate to the individual or the culture.

For example while words like father or home generally have favourable association for most people, they may have unfavourable association for someone who had a very unhappy home life. A word like 'market' may have very different association for someone coming from a rural area (shandy) as opposed to a city dweller. Similarly it may be very difficult to convey the association that countryside had for a nature poet like Wordsworth to a child to whom wild, uncultivated areas are more dangerous and threatening.

Clearly there is not much to be done about the private association which words have for individuals, but the teacher may well feel that the association which relate to the culture of the target language and certainly the connotations of a particular word are part of the "meaning" which has to be learned.

Task 6 (a) : Using the best words suited for particular contexts - (Register) GLOBAL PROBLEMS

A. Disasters / tragedies



Task 6(b)

Words for people involved in disasters / tragedies

Match the following :

- wounded - those who suffered the results of the disaster.
casualties - people who cross their country's border fearing war.
survivors - injured in a battle / by a weapon.
victims - people who live through a disaster.
refugees - dead and injured people.
- people who get victory.

Task 6(c)

Filling the boxes with suitable words from exercise (6b)

The explosion resulted in 300 .

The real of the civil war are the children left without parents.

There were only three . All the other passengers died instantly.

Thousands of have crossed the border looking for food and shelter.

During the battle, the dead and were flown out in helicopters.

Vocabulary expansion

There is plenty of scope to expand our limited vocabulary. Just as we did a task on prefixes with - 'mis' here is a production exercise for suffixes.

Example:

The ending-'ify' is often used when something is caused or brought about by someone. For instance, if a chemist turned something that was solid into a liquid he is said to have liquified it.

Task 7

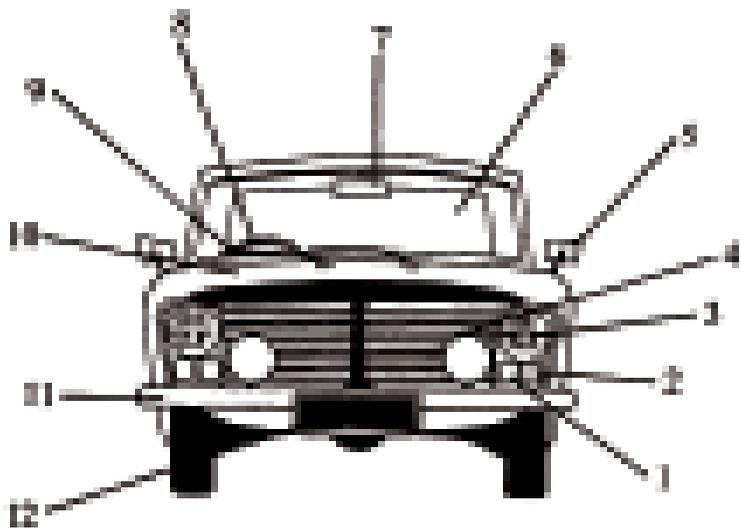
Try to make up verbs in this way to give the meanings of the following sentences. You must form the verb from the word in italics. If you are in doubt, check up your dictionary first.

1. The research worker *divided* his material into different *classes*.
He _____ his material.
2. The police are sure of the *identity* of the murderer. They have _____ him.
3. The film was full of *terror*. It _____ the children.
4. He wrote the book in a *simpler* language. He _____ it.
5. He tried to show that what he had done was *just* and right. He _____ what he had done.

Here are a few vocabulary activities for the primary school children.

1. Display with vocabulary key:

Look at the drawing of the front view of a car. The twelve parts of the car that are numbered there are also listed below. Put the correct number opposite to each item in the list. If there are any terms that you are unfamiliar with, check them up in your dictionary.



Term	Number in drawing
(a) steering wheel
(b) radiator grille
(c) bumper (Br.)
(d) sidelight
(e) bonnet (Br.)
(f) indicator light
(g) wing-mirror
(h) number plate
(i) windscreen wiper (Br.) / (Am.)
(j) headlight / headlamp
(k) windscreen
(l) rear-view mirror

What other parts of a car do you know? Make a drawing (or some drawings) to show where they are.

2. Connections:

This has to be done by children quickly. Each child in turn says a word which he associates with the word given by the previous child. Sometime the teacher or another player may ask the person who has just given the word to explain the connections he has made.

Example : Child 1 Tree
Child 2 Birds
Child 3 Nest
Child 4 Shade
Child 5 Cattle / bull / cow

Teacher : Why did you say 'cattle'?

Child 5 : Because they take rest under the tree. You can make it as a game by awarding scores.

3. Course book recall

This uncomplicated but ingenious activities is for students who have used atleast a few units of a particular course book.

Procedure:

- i) Give the students five / ten minutes to look through the course book and remember the vocabulary learnt so far.
- ii) Individually students look for a stipulated number of different words they have learned from the book and got them down.
- iii) Ask the children to close their books and get into pairs.
- iv) In pairs students take turns reading their words out. Their partners try to remember where in the book each word was used and what the topic, context or situation was.

4. Rhyme Time

This activity can be done orally to begin with. Later work sheets can be given to the children to write the answer.

Teacher writes the following words on the black board and reads them out. Children read out the words.

mud, tub, bus, bun, rub, cup, fun
--

5. Directions to children:

Read these words. One of them will rhyme with the last word in the first line of the set below. Write the word in the blank

1. All of us
went on a _____.
2. To run and run
is a lot of _____.
3. It will be a fun
to eat a _____.
4. A little cub
sat in a _____.
5. The new soft bud
fell in the _____.

6. Do you know this word? (Upper primary level)

This activity

- i) focuses on revision of vocabulary, reading, spelling and most importantly confidence building.
- ii) encourages slow-learners to begin to read English magazines and Newspapers and
- iii) equips them with a starting strategy for getting something out of texts that they think are beyond their understanding?

Preparation :

Find an advertisement in a magazine or Newspaper that includes a) a picture and b) different kinds and sizes of print.

Procedure :

Give out the copies of the advertisement and ask the students to use pen, pencil or crayons to underline every word they know.

- Then students form pairs and compare what they have marked. If they discover other words they know, they can mark them now.
- Read out the first word and ask students if they have marked it. Proceed in this way with every word (Sometimes after you read a word, students may mark it because they knew the word by sound and not by spelling).
- Ask basic comprehension question about the text and/or ask the students to tell you, in their own language, some of the ideas expressed in the text.

Underlining of words encourages the students to notice how many words they already know. If they proceed word by word this is bound to be quite a lot. They will be filled with joy and a sense of achievement.

7. Vocabulary brain shower

This activity is called brain shower because it's more restricted than a brain storm.

Procedure:

- Introduce the theme of the lesson for example jobs.
- Ask the students to take a piece of paper each and rule it into 3 columns.
The first is headed - ' words I know '
The second column - ' words I'm not very sure of '
The third column - ' words I would like to know '
- Students write 3 to 5 words in each column. For the last column they can write a definition in English, or draw it or write the word in their own language.
- In groups of two or three they compare their lists, try to check the middle column and complete the third column using dictionaries, if necessary.

(in one trial class some of the words the students wanted to know were milk man, stock broker & green grocer.)

8. 'S' my name is Selvi.

Another interesting game for individual student. Each player has to say what Selvi likes, but the answer must take the form of an adjective + noun – both beginning with 'S' – Award score for the correct sentence.

The teacher points to players at random who will say things like:

Selvi likes silk sarees.

Selvi likes silly stories.

Selvi likes scented soap and so on.

For variation the name may be changed to Babu (Letter 'B'), Mary (Letter M). The game should move quickly. Give the students a few minutes to prepare their sentences.

The same activity can be done in the primary class with a little lesser degree of challenge. Every, child can participate for example 'A'.

e.g:A- My name is Aysha.

I live in Ambattur.

I like Apples.

9. Tasks with dictionary

Prepare several cards like the one given below:

Word	:
Meaning	:
Examples	:
My language	:

I am reading a book about mammals.
Meaning: A mammal is an animal that gives milk to its babies.
Examples: Dogs, Cats, Lions, humans.
The word in my language: _____

I am reading a book about reptiles.
Meaning: A reptile is a Cold-blooded animal.
Examples: Lizards, Snakes
The word in my language: _____

I am reading a book about amphibians.

Meaning: An animal that is born in water but can live on land.

Examples: Frogs

The word in my language : _____

I am reading a book about insects.

Meaning: An insect is an animal that has six legs and three body sections.

Examples: Ant, Grasshopper, Bee

The word in my language: _____

I am reading a book about carnivores.

Meaning: A carnivores is an animal that eats only meat.

Examples: Lions, Great White Sharks

The word in my language: _____

I am reading a book about molluscs.

Meaning: A mollusc is an animal that has a soft body.

Examples: snail, octopus, worms

Learner's language:

One student picks up a card with a strange word. Writes the spelling, meaning, examples and native language translation of the word.

Eg.

Encourage children to use English and asking you their doubts for filling in the cards. You call out the new word.

Children : Can you repeat that please?

How do you spell _____?

What does _____ mean?

Can you give an example?

How do you say it in Tamil?

Encourage the students to refer to a good dictionary and complete their cards.

10. Ten things

Divide the class into two teams and choose one from each team to come to the blackboard to write. Call out some categories. Let the children think of ten things in that category. The person chosen writes the list on the blackboard. The first team to write the list wins 10 points.

Categories

Things that : *Come in pairs; can fly; float in water; move fast; make a lot of noise; you can't buy.*

In the lower primary class, the same game can be modified as follows:

Call out a letter of the alphabet children can say or write 3 words beginning with the letter.

Eg: 'd' – dog, doll, door.

Here are a few exercises at your (trainees) level. Do these and strengthen your vocabulary skill.

I. Pick out the right word from the brackets to fill the blank space in each sentence. The words look similar but do not mean the same thing.

1. Please _____ your work for a few minutes. I turned over another _____ in my book. (leaf, leaves, leave)
2. You should keep your purse in your bag or you will _____ your money. The page in my book is _____ and will fall out soon. (lose, loosen, loose)
3. I am afraid of the thunder and _____ in a storm. Be careful when you are _____ the fire. (light, lighting, lightning).
4. Please tie this string with a strong _____, I asked her to come to school but did _____ (not, note, knot).
5. What is the _____ of this line? I can measure and tell you how _____ it is. (long, longer, length).
6. Please give me a small _____ of paper. The two countries made _____ when the war was over. (peace, piece, peas).
7. What is the _____ of a new bike in this shop? I did not win a _____ in last year's bike race. (praise, prize, price).
8. The _____ of the sun fall upon the earth and warm it. When I _____ the lid of the box, it makes a noise. (rise, rays, raise).
9. He, she, it, they _____ These small words are not nouns, they are _____ Tell me how to _____ this word correctly. (pronounce, pronouns, renounce)

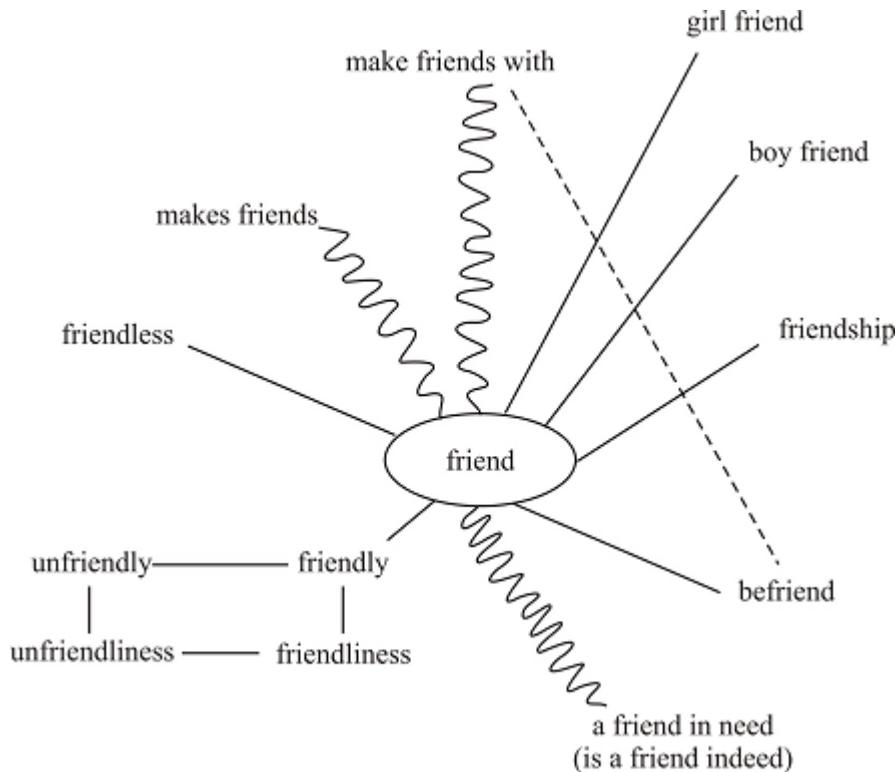
II. Word Trap

Which is the correct word to use in each of the following sentences?

Use the word you reject in another sentence to show its exact meaning.

1. Refusing to believe that ghosts inhabited the old mansion the _____ (sceptic, septic), proposed to spend a night there.
2. Although the President wished to talk freely with the people, she was treated _____ (formerly, formally).
3. Without its full _____ (complement, compliment) the ship was not permitted to leave the port.
4. In doubt about his future career, the boy arranged an interview with the student _____ (councilor, counsellor).
5. The girl had been diffident about taking up teaching but found it a _____ occupation later (congenital, congenial).

III. Word net work



With more advanced students (like you trainees) it is sometimes a useful idea to ask them to give any words, phrases or proverbs that they know which are related to a common word. (eg. 'friend').

Responses can be used to build up a word network as shown in the fig. Phrases and proverbs can be distinguished by using a wavy line while words like synonyms and antonyms can be linked by dotted lines.

Teaching Spelling

Unlike the Indian Languages, English is an unphonetic language i.e., the spelling and pronunciation do not always correlate. (We write a word but read the word differently).

Eg. good, blood

The 'oo' in these two words are not pronounced the same way. Look at the 'ea' in these words.

head, lead (v)

To add to this difficulty, there are letters which become 'silent' while pronouncing the word, but you can't skip them in spelling.

write, calm, calf, walk, psalm

what is the role of 'gh' in daughter?

The letter 'c' is not always / si: / it suddenly becomes / k /

Cinema, Cigarette, Cypher, Cyber but what about Cat, Call, Copy, Coffee, Cup.

Whereas in your mother tongue this difficulty is not there. For each specific letter there is a specific sound.

For young learners dictation exercises seem to be a night mare. Teacher says something and expects them to write something else!! ?

While teaching spelling, syllabification of words should form the basis. It is not counting the letters and splitting up arithmetically for easy memorization. If we syllabify the word in the way it is spoken, it is easier still to learn the spelling -

equipment

eq - uip - ment and not eq - ui - pm - ent.

struc - ture and not st - ru - ct - ure.

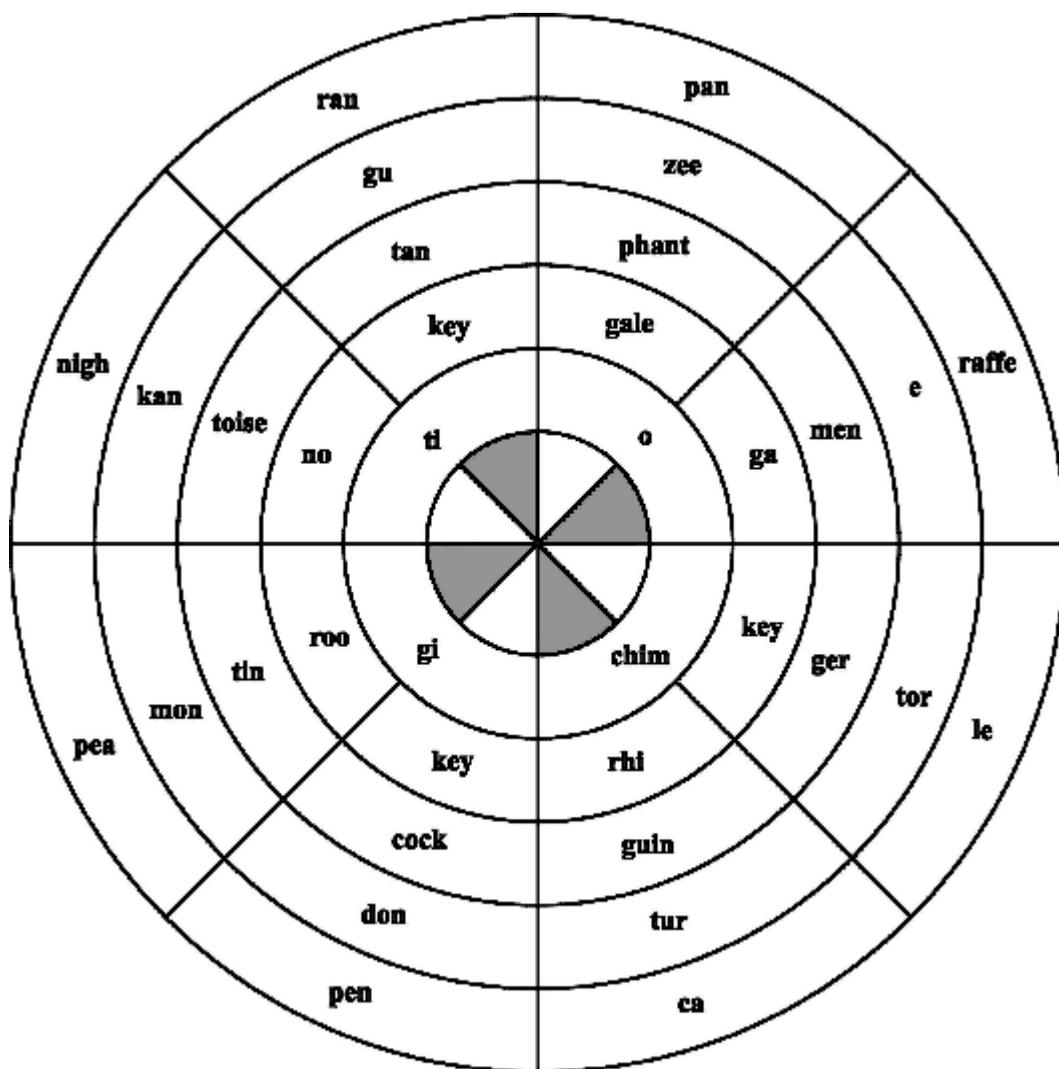
Spelling is not taught – it is caught.

The best way to learn spelling would be - not drilling nor imposition but through intuition and constant reading and working out exercises. So teacher has to think of interesting activities., games and exercises to ward off the fear of English spelling among the children.

Task 8

Mixed-up Animals

Combine the syllables in the circle to make the names of birds and mammals. Each syllable may be used once only. You may need more than one syllable to complete a name.



Task 9

Test your spelling ability.

In each of the following groups one word is misspelled. Give yourself 2 points for each correct answer – one point for identification & one for correcting the spelling.

- performance, persistent, witness, experience.
- supplement, marriage, habitually, grievance.
- cylinder, irritable, sociable, strategy.
- thoughtful, umbrella, capital, frightening.
- nevertheless, immediately, inaccurete, environment.
- apologetic, nuisance, sufficient, reference.
- solicit, twelfth, nineth, procedure.

(To verify your answer refer to the dictionary)

Task 10

Read each word. Write the number of the word and **a or b** to indicate whether the word is spelt correctly or incorrectly.

- | | | | | | |
|-----|----------|-----|-------------|-----------|------------|
| 1. | speaker | (a) | Correct (b) | Incorrect | e.g. 1 (a) |
| 2. | Wenesday | (a) | Correct (b) | Incorrect | 2 (b) |
| 3. | useless | (a) | Correct (b) | Incorrect | |
| 4. | reright | (a) | Correct (b) | Incorrect | |
| 5. | prescool | (a) | Correct (b) | Incorrect | |
| 6. | untie | (a) | Correct (b) | Incorrect | |
| 7. | Saterday | (a) | Correct (b) | Incorrect | |
| 8. | listener | (a) | Correct (b) | Incorrect | |
| 9. | youa 're | (a) | Correct (b) | Incorrect | |
| 10. | careless | (a) | Correct (b) | Incorrect | |
| 11. | lets | (a) | Correct (b) | Incorrect | |
| 12. | usefull | (a) | Correct (b) | Incorrect | |
| 13. | bilder | (a) | Correct (b) | Incorrect | |
| 14. | reporter | (a) | Correct (b) | Incorrect | |

Task 11

Choose the right word from the list above. Write it in the set which it belongs to.

1. talker, orator, _____.
2. disconnect, unfasten _____.
3. unthinking, inattentive _____.
4. helpful, valuable _____.
5. manufacturer, producer _____.
6. futile, purposeless _____.
7. journalist, correspondent _____.

Paths to spelling success



Spelling games

Now as a teacher you need not struggle to teach spelling. Organise these activities / games in the classroom and see how your children enjoy the activity and also learn spelling effortlessly – (without tears!!)

Primary Classes: (At the initial stages)

1. Write what you see:

Teacher writes several words on the black board. Pupils copy certain words which the teacher underlines or circles one by one: they exchange notebooks or papers with other pupils for the accuracy of their copying to be checked. (The teacher does some checking also). Then they cover up what they have written. The teacher rubs out the words one by one and the pupils write them from their memory. Then they uncover the hidden words and correct any mistakes, rewriting mis-spelt words. Finally they exchange books again for a final check of the correction as the teacher puts the words on the black board again.

2. Write what you hear:

Teacher puts the class into teams and each team makes a list of words. Pupils choose words from the list with which to challenge one another. One word per challenger is enough. No word must be given twice. The teacher chooses the first challenger, who may either come to the front of the class or say the word from his place. Everyone writes down the word he says. The challenger then writes the word on the blackboard and also names the next challenger. Pupils correct their own work or have it corrected by a neighbour.

Challengers may come in turn from different teams. The words are written by all pupils but score is not counted for the challenger's team.

3. Write what you know

Riddles and definitions lead themselves to vocabulary work; but if they are very simple and the answer is to be written, it is a matter less of vocabulary knowledge than of knowing how to spell and this sort of approach to spelling is meaningful.

The teacher says for example:

1. "The thing we hold over our head when it rains". The pupils hopefully write "umbrella" or better "An umbrella".
2. "Some thing that we wear when it rains" pupils write - 'A raincoat'.

Further examples:

What has four legs and a back but no head? (A chair)

What do we use to cut meat (A knife)

You can walk or drive along it (A road)

It lives in rivers and has sharp dangerous teeth. (A crocodile)

4. Make words

Younger children particularly enjoy games in which there is a plenty of movement. Word forming and word completion games can be organised to cater to this preference.

All the pupils should be given a number of cards - each card bearing a clearly written letter. Each team can have its own colour of cards. It is not necessary for every child in a team to have all the letters of the alphabet.

The teacher calls out a word or writes it on the blackboard. It is easier, if the word is written so that the pupils can look at it and decide whether they can make the words with the letters they have on cards. Every pupils who has one of the letters in the word runs to the front and from the word with the other members of his team. They all hold up their letter cards forming a word and read it out. The first team ready scores a point.

Sometimes the pupils near the back of the class may never be successful. To compensate this the teacher distributes the letters of more frequent occurrence as well as some other letters to the back rows only.

This should certainly be done.

5. Stepping stones

This is for very young learners who have begun reading.

A river is drawn on the floor / black board.

The task is to cross the river by stepping stones. The stones are also drawn in the 'river'.

For each stone a word has to be spelt if it is spelt correctly, it is written on the stone; if not, the team makes no progress.

Words can be given to pupils of different teams in turn.

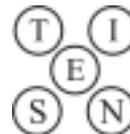
6. Pattern puzzle: This is better suited to Upper Primary children (VII / VIII) who are familiar with a lot of words.

Each group is given a card bearing a letter pattern - as shown below. Each player writes down on paper all the words they can think of, they can use some

or all of these letters. But NO letter should be used more than once in any one word. Also the middle letter (here E) should appear in all the words they make. Set a time limit. The group or individual with most words is the winner.

From the example given here the following words can be made:

net, nest, nets,
ten, tie, ties, tens,
set, sent, site



7. Word Puzzles

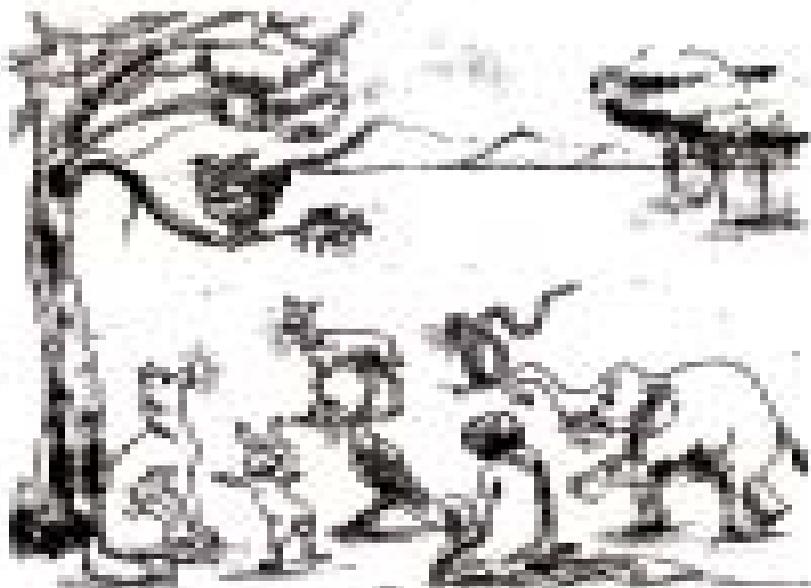
The teacher writes on the blackboard words with 'ee' leaving out the other letters. The clues can be given orally. Children can write the word when someone has guessed the right answer.

- | | |
|-----------------|-------------------------------|
| __ __ __ e e __ | (a number) |
| __ e e | (insect that gives us honey) |
| __ e e | (another word for 'look') |
| __ __ e e | (what mangoes grow on) |
| __ e e __ | (what seven days make) |
| __ __ e e __ | (an animal that give us wool) |
| __ __ e e __ | (what we do at night) |

8. Composite pictures

This is an interesting evaluating technique. We can display composite pictures with several details / items (eg. a beach, a market, etc.)

1. Children look at the picture carefully and write down the names of the items.
2. Help can be given to children who find the task difficult.
Eg: Write words beginning with 'c' / 'b' / 'd' you see in the picture.
3. For quick learners, this can also be made a little more challenging by asking them to write any four or five things that they don't see in the picture.





Read and Relax:

ENGLISH THE FUNNIEST LANGUAGE

We will begin with **BOX** and the plural is **BOXES**.

But the plural **OX** should be **OXEN** and not **OXES**.

Then one fowl is **GOOSE** but two are **GEESE**.

Yet the plural of **MOUSE** should never be **MEESE**.

You may find a lone **MOUSE** or a whole set of **MICE**.

But the plural of **HOUSE** is **HOUSES** not **HICE**.

If plural of **MAN** be always **MEN**

Why shouldn't the plural for **PAN** be **PEN**?

If I speak of a **FOOT** and then you show me your **FEET**.

And I give a **BOOT**, would a pair be called **BEET**?

If one is **TOOTH** and a whole set are **TEETH**,

Why shouldn't the plural of **BOOTH** be **BEETH**?

The one may be **THAT** and three may be **THOSE**.

Yet **HAT** in the plural would never be **HOSE**.

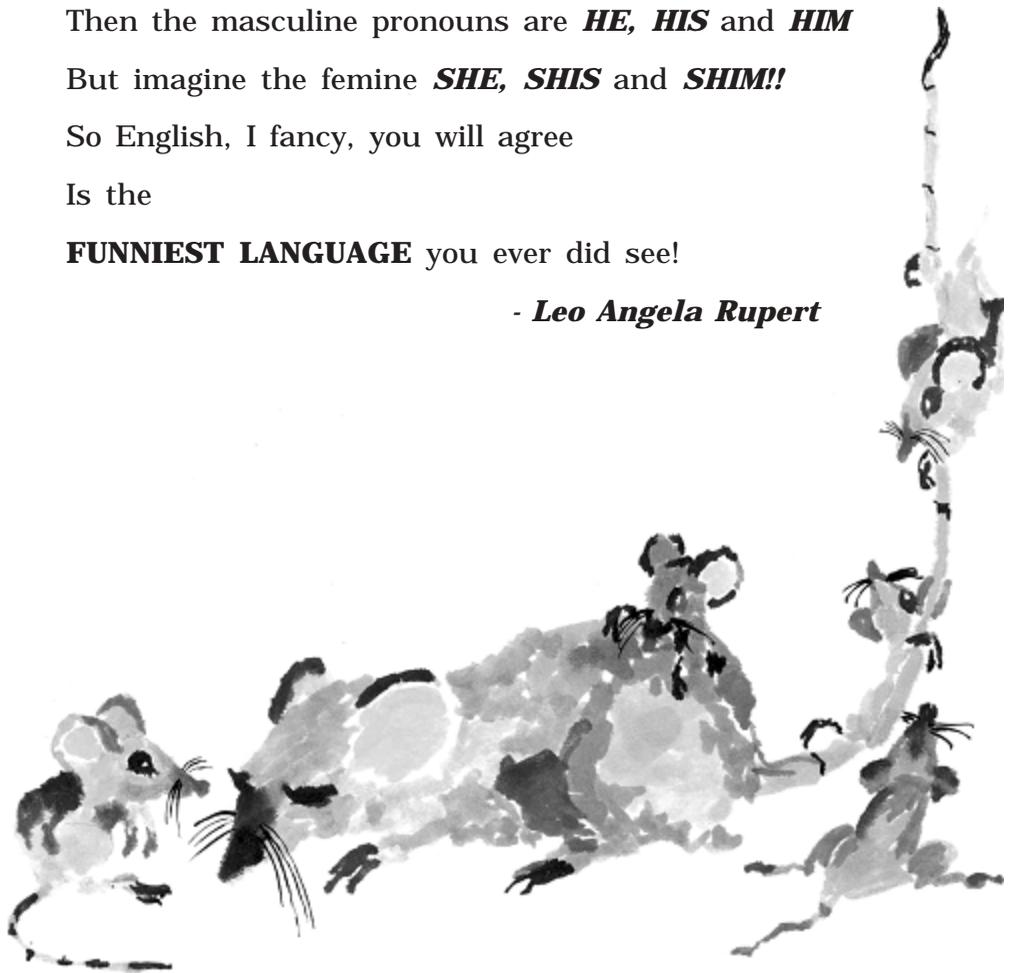
And the plural **CAT** is **CATS** not **COSE**.

We speak of **BROTHER** and also **BREOTHEREN**.

But though we say **MOTHER** we never say **MOTHEREN**.

Then the masculine pronouns are **HE, HIS** and **HIM**
 But imagine the feminine **SHE, SHIS** and **SHIM!!**
 So English, I fancy, you will agree
 Is the
FUNNIEST LANGUAGE you ever did see!

- *Leo Angela Rupert*



PRACTICAL WORK (Practicum)

Prepare a dictionary containing the new words in Std. I to V learning materials. As a practising teacher - later - you can prepare "Kids' Wall Dictionary" for the above classes. You can write the words (a-z) and their meaning (in L1) on sheets of paper. Paste them on to card boards / calendar pads. Words for each letter will have one / two pads. Use the same words on different boards for past tense, singular / plural, degrees of comparison and opposites.

Hang them on the wall on 3 sides of the class. The children should be able to read words from the hanging 'dictionary' sheets.

Apart from knowing the meaning of words, the wall dictionary will help the children to enjoy doing several interesting activities.

A sample of 20 activities are given below. You can multiply, modify, adapt or extend them to suit the needs of your children. These activities are compelling. Children would frequent the wall dictionary to do the activities willingly.

A. Arranging letters in alphabetical order :

1. Fill in the blanks to complete the alphabet :

a b _ _ e f _ _ _ j _ _ m _ o _ q r s _ _ _ _ x _ z.

2. Underline the letter that comes first :

s or t, g or f, t or p

3. Fill in the blanks with the missing letter that comes before and after :

_ m _ , _ f _ , _ t _

4. Fill in the blanks :

a _ c, r _ t, h - j

5. Fill in the blanks with the letter that comes next :

a _ , g _ , k _ , r _

6. Fill in the blanks with the letter that comes before :

_ r, _ j, _ e, _ t

B. Arranging words in alphabetical order by the first letter :

1. Put the words in each row in alphabetical order by the first letter :

radio	dog	father	girl
baby	mother	get	lion

2. Put the words in each column in alphabetical order by the first letter :

fruit	candy	time	help
apple	sugar	man	letter
pear	table	woman	mail

3. Cross out the word in each row that is not in alphabetical order :

jump	know	time	lamp	man
name	over	pan	week	rank

4. Arrange the words in each column in alphabetical order :

can	run	clever
fan	walk	happy
world	chick	boy
hold	use	lamb
sing	yellow	mother

5. Put all the following words in the alphabetical order :

man	walk	talk	very	four
van	cat	one	apple	sorry
let	day	go	happy	come

C. Arranging words in alphabetical order by the first two letters :

1. Put the words which begin with the same letter in alphabetical order according to the first two letters :

baby	cushion	rough
blue	cook	rule
book	climb	rank
brown	chick	ring

2. Arrange all the following words in alphabetical order according to the first two letters :

mother	apple	book
every	make	an
before	end	cook
always	dog	father
cake	baby	down
fall		

D. Arranging words which begin with the same letter in alphabetical order according to the first three letters :

1. Arrange the words in each column which begin with the same letter in alphabetical order according to the first three letters :

mother	apple	book
every	make	an
before	end	cook
always	dog	father
cake	baby	down
fall		

2. Use the above list. Pick out and arrange the words which begin with the same letter in alphabetical order.

Other activities using Kids Wall Dictionary

1. Giving a set of ten new words beginning with different letters at random (not from the text book) and asking the children to arrange them in alphabetical order as in the dictionary (Reference skill is developed).
2. Giving a set of 10 words outside the text book beginning with the same letter and asking the children to arrange (Reference skill is developed).
3. Giving 10 words to locate their ordinal position in the wall dictionary. eg. Sixteenth word in each list (learn to say the ordinal numbers).
4. Giving 10 words to find Singular / Plural from the Kids Wall Dictionary.
5. Giving 10 words to find their opposites.
6. Degrees of comparison – give 5 objectives and ask the children.
 - to find their 5 'er' words.
 - to find their 5 'est' words.

Moving from sheet 'a' to sheet 'z' _____

7. Find out the names of animals from the Wall Dictionary.
(develop reading and writing skill)
8. Find out the names of colours from the Wall Dictionary.
9. Find out the names of Food items you 'eat'
10. Find out the Means of Transport from the list given.
11. Find out the Beach Words.
12. Find out the Classroom Materials from the list.
13. Find out the words relating to Railway Station.

14. Find out the words relating to Post Office.

15. Puzzles :

Examples : ear - are
top - pot
cat - act
on - no

Asking them to find out such words in the wall dictionary and write the pair of words.

16. Locating and listing words which change by adding one more letter :

Examples : car - cart
car - care
can - cane
be - bee

17. Deleting one letter and adding a new letter for making new words.

Examples : see - sea
car - cat

18. Locating and listing words that do not change in spelling in the past tense :

Examples : cut - cut - cut
put - put - put

19. Locating the longest and shortest words in the dictionary :

20. Making many words from one word :

Example : Multiplication (around 100 words can be made out at the Primary School children's level)

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UNIT - 6

TEACHING OF PROSE

SCOPE :

Prose is meant for learning a language. This unit consists of eight sections. The first section deals with intensive reading. The second section outlines the aims of teaching prose. The third section sums up the steps involved in teaching prose. The fourth section demonstrates the teaching of a prose lesson. The fifth section introduces ALM (Active Learning Methodology). The sixth section throws light on extensive reading. The seventh section talks about

the steps in teaching supplementary reader and the last section gives a vivid picture of teaching of continuous writing.

OBJECTIVES

To enable the trainees

- ❖ *to make the students master and reinforce the structural items.*
- ❖ *to enable the students to acquire new vocabulary and content words.*
- ❖ *to promote the students' power of comprehension through listening and reading.*
- ❖ *to enhance the students' capacity of extracting the information contained in the lesson.*
- ❖ *to develop the ability of speaking English correctly and fluently*

DEVELOPMENT OF THE CONTENT :

6.1 PROSE - INTENSIVE READING:

According to Coleridge, "**Prose is words in their best order.**" Teaching prose means teaching reading with comprehension. Having taught the students how to read a language, the next logical step is to teach them reading with comprehension. The main aims of teaching prose are:

- (i) **literary, and**
- (ii) **content.**

To achieve these aims the teaching of prose should be intensive as also extensive.

SPECIFIC OBJECTIVES

- ☛ *To enable to the teacher trainees to identify what intensive reading is*
- ☛ *To familiarize teacher trainees with the importance of intensive reading.*
- ☛ *To encourage their students to read intensively.*

Intensive reading:

Intensive reading or reading for accuracy involves approaching a text under the close guidance of a teacher, or through a task that forces the student to pay attention to the text. It involves a profound and detailed understanding of the

text not only in terms of 'what' it says but also 'how' it says it. An intensive reading lesson is primarily concerned with developing reading strategies – judgement, reasoning, interpretation, appreciation, etc. in the learners.

Generally, a short text, which can be finished in a lesson or two, is considered suitable for scanning for information, paying attention to the writer's intentions, arguments, ideas, style, etc. Students while reading a text do not simply look for any specific piece of information. They read it thoroughly so that they can pass their exam which, they know, will contain questions involving their understanding of the text as a whole. In all respects, intensive reading is more an exercise in accuracy. The textbooks prescribed for General English courses at the secondary level are all meant to be read intensively. Students are supposed to read them in detail so that they can answer the questions given at the end of each text, questions on comprehension, grammar, vocabulary, writing, etc.

TEACHING INTENSIVE READER

In dealing with the intensive Reader in school, the student is required not only to comprehend the lessons, but also to master the structures and vocabulary. This can be achieved through intensive reading. So intensive reading forms a very important aspect of learning a foreign language

The intensive reader should be based on the structural syllabus containing interesting and well graded reading material accompanied by colourful pictures to create an interest in the lessons. All reading lessons should be preceded by plenty of oral discussions in which difficult words, phrases and ideas should be clearly explained by the teacher. Lessons based on the intensive reader should have provision for both reading aloud and silent reading, to give the greatest benefit to a learner of English.

Task :

Choose a short, simple, interesting passage from the text books.

- **Allow your students to read the passage by themselves.**
- **Give them time to understand the passage fully.**
- **Encourage the students to understand the question and then answer.**

A sample passage

A House of leaves :

Little Tara was playing in the park.

A drop of rain fell on her cheek.

'It's Gold', Said Tara.

The second drop fell on her nose.

The third on her hand.

The fourth on her leg.

Before the fifth drop fell on her, she entered a bush.

'A roof of leaves makes a good shelter'

Tara was happy in the house of leaves.

But Tara was not alone there.

The first guest was the spider.

Next came the fluttering butterfly.
 The third was a buzzing bee.
 The fourth was the creeping worm.
 The fifth was the crawling ant.
 Finally rushed in, the beetle.
 Tara enjoyed the evening.
 She was watching her tiny friends.
 And when the rain stopped,
 She said, 'Now let's all go to our real homes'
 She moved out of her house of leaves.
 And so did the other guests.

Read the sentences below, say whether they are True or False :

Mark (✓) for true and (✗) for false

1. Little Tara was playing in the park.
2. A leaf fell on the cheek.
3. It started raining
4. She entered her house.
5. Six guests entered the house of leaves.
6. The last guest was the ant.
7. The house of leaves was not their real home.

6.2 AIMS OF TEACHING PROSE:

Teaching of prose is the intensive study of language, structures and vocabulary. Its main objective is to develop the language ability of the students. This ability makes the child understand and use English language without any problem.

Thus a detailed study concentrates both on language study and comprehension of ideas or linguistic skills. The general aims are as follows.

SPECIFIC OBJECTIVES

To enable the teacher trainees

- ☛ *to acquaint with the general and specific aims of teaching prose.*
- ☛ *to help the students achieve those aims.*

General Aims of Teaching Prose:

To enable the students

- i) To understand the passage and grasp its meaning.
- ii) To read with correct pronunciation, stress, intonation, pause and articulation of voice.
- iii) To enable students to understand the passage by silent reading.
- iv) To enrich their active and passive vocabulary.
- v) To express the ideas of the passage orally and in writing.
- vi) To enjoy reading and writing.
- vii) To develop their imagination.
- viii) To prepare the students for world citizenship.

Specific Aims

These vary according to the subject – matter depending upon whether it is a story, biography, play or an essay.

For these the specific aims are as follows:

Story

- i) To enable the students to learn a few facts through the story.
- ii) To teach some morals through the story.
- iii) To mould students' character.
- iv) To acquaint students with the style of story writing.

Essay

- i) To enable the students to grasp a few facts through the essay.
- ii) To make students curious about subject of the essay.
- iii) To acquaint students with the style of essay – writing.
- iv) To enable students to arrange ideas in a systematic way.

Biography

- i) To get students acquainted with the lives and deeds of great men.
- ii) To reveal to the students the path of character building.
- iii) To make them aspire for better things in life.
- iv) To inculcate in them desirable sentiments.

Play

- i) To provide the students with opportunities for self-expression.
- ii) To make them speak English in the conversational style.
- iii) To make them play different roles.
- iv) To build their character.

6.3 THE STEPS INVOLVED IN TEACHING PROSE:

A prose lesson contains structures, vocabulary and ideas for comprehension. The students must have a mastery over the sounds, structure and vocabulary before reading the passage / lesson. The main objective of teaching prose is to help the students use the structures and vocabulary he can read with comprehension and write a few sentences about the lesson using the appropriate structures and content words. Therefore a prose lesson is not for memorizing questions and answers but for learning a language. The steps for teaching of prose may be summed up as follows.

SPECIFIC OBJECTIVES:

To enable the teacher trainees

- ☛ *to be aware of the steps to be followed in teaching prose.*
- ☛ *to realize the significance of each and every step.*
- ☛ *to inspire them to follow the same steps in their classroom practice*

1. Introducing the prose lesson

The Introduction has two purposes:

- i) to bring the past knowledge to consciousness.
- ii) to win students' attention to the new subject.

English is a foreign language and Indian students find it difficult. So, teachers should try to motivate students to study the lesson. All the efforts made by the teacher to attract students to learn the lesson is known as 'preparation of the lesson'. It includes the material aids, previous knowledge of the students and introduction.

The teacher can introduce the lesson through appropriate questions or through showing pictures, models etc. However, he should not start the topic directly. The introductory questions arouse curiosity among the students for the new lesson. Hence the teacher should first ask some questions to test the previous knowledge of the students and then link that to the subject to be taught.

2. Teaching structures:

When presenting a new structural item, we should primarily achieve two things:

- a) To enable the students to identify the new structures.***
- b) To make absolutely clear its meaning and use.***

To achieve (a) above, the teacher must supply clear models of the structure. Some believe that plenty of examples should be given bringing the pattern out clearly. In this connection substitution table is of great help as it highlights the elements of the pattern and their order and nature.

One of the ways of achieving (b) is to present the structure in readily understandable situations. This helps the students not only to understand the meaning of the new item but also its use in different contexts. Later they are provided with opportunities to use the structures themselves.

3. Dividing the text into smaller units

Reading passages sometimes happen to be very long making it tiresome to work through them from beginning to end. In such a case the text will have to be split up into shorter, more manageable units or sections. This will facilitate the teacher to present the lesson before the students interestingly and efficiently.

4. Teaching Vocabulary:

The teacher selects the new words from the subtopic and exposes their meaning one after the other. To give clear ideas to students he may use an object, a model or a picture. Sometimes through situation he may explain the meaning.

The purposes of exposition are:

- (i) To clear the meaning of difficult words, phrases and Idioms.***
- (ii) To make the comprehension of the passage easy.***
- (iii) To pave way for intensive reading.***

5. Model Reading by the Teacher:

In this step, the teacher should read out his selected passage loudly before the students. At the time of reading he/she should be very careful about the pronunciation, words, phrases and intonation. Since the students learn to read through imitation the teacher should take the utmost pains to improve his/her own reading aloud.

This model reading helps the students for aural comprehension. Before doing model reading, the teacher should give instructions to students regarding postures, opening of the book and attention. While reading he should not completely absorb himself in the book.

6. Silent Reading by the students:

Here the teacher gives time for the students to read the passage silently. Such type of reading is helpful for rapid reading, learning of new words and a quick grasp of meaning. Silent reading should continue for a limited time, say for five or ten minutes for a single passage.

7. Testing comprehension:

In this step the teacher asks some questions from the present passage to the students to test to what extent the students have comprehended the meaning of the passage.

These questions should be based on the very passage taught by the teacher and they should be direct, short and objective based.

The same procedure (steps 4,5,6,7) can be followed for rest of the lesson.

8. Testing application:

The main aim of application test is to evaluate to what extent the objectives of a lesson have been achieved. The questions may be of oral or written type.

After the teaching of structure or vocabulary teaching, the teacher normally asks the students to do the exercises at the end of the lesson.

9. Loud reading by the students

Now is the time when the teacher can ask the students to read out the passage loudly one by one.

This loud reading is very much helpful to the students for clear pronunciation. It also improves the tone, rhythm and fluency. But a student should not read a long passage. Each student should read a few lines from the passage.

In this regard the following points can be given special consideration.

- **The errors of pronunciation must be corrected at the end of the reading.**
- **Students should be asked to keep the books 30 cm away from the eyes.**
- **They should hold the book in the left hand while the right hand should be kept free.**

The teacher will therefore need to exercise great care whenever the students are asked to read aloud. As the students have already learnt all the new words, structures and as they have also understood the text, the chances for success in reading aloud are greater than they are at the beginning.

10. Giving Assignment:

After the classroom tasks are completed the teacher can give some assignments which could be of the following types:

- i) To remember the meaning and spelling of new words.**
- ii) To use the words in sentences.**
- iii) To write the gist of the passage.**
- iv) To answer questions on the passage.**
- v) To do the exercises based on the structures taught.**

Task: (i)

The initial exercises for silent reading can be a set of instructions to be read and followed by students. To develop the skill of silent reading you can try this.

Example: Read the sentences fast. Do what each sentence asks you to do.

Drawing a girl:

- i) Draw the head.
- ii) Draw the neck.
- iii) Draw the skirt.
- iv) Draw the legs.
- v) Draw the hands.
- vi) Bring me your picture.



The students who draw the picture first are supposed to have read the six sentences fast and also understood them.

Task: (ii)

Comprehension is one of the chief aims of teaching prose. This task is to test your level of comprehension.

Read the passage below and answer the questions.

Dear Raj,

I was happy to get your letter as we haven't heard from you for six months. I hope your stomach is better now. How is your work at the hospital? Do you do many operations every day?

As you know, our parents are touring in Singapore now. They have always wanted to go there, haven't they? They'll be back in two weeks' time, I think.

I got my results last week and I have secured the first place in the university. I start work next month and I hope my students will be good, too.

Tomorrow is New year's Day and I am sitting in our house and writing this letter.

Do write soon.

**Love
Jeevan**

1. Who has been ill?
2. What was wrong with him?
3. Who wrote this letter?
4. Where did he write this letter?
5. When are the parents expected to return?
6. What is the date of this letter? How do you know?
7. Are Jeevan and Raj related? How do you know?
8. What is Raj's job? How do you know?
9. Is Jeevan's job going to be the same as Raj's? How do you know?
10. Had the parents been to Singapore before? How do you know?

Evaluation:

i)

- ⊗ Choose a grammatical item from the books of primary classes.
- ⊗ Design some tasks to teach it effectively.

ii)

- ⊗ Choose a prose lesson from the text book of standard V
- ⊗ List out the assignments that you can give after teaching the lesson.

6.4 PLANNING A PROSE LESSON -MODEL:

A Sample Lesson Plan

Standard : VI / English / prose
 Title : The young achiever
 (unit - IV)
 Time : 135 minutes

	SPECIFIC OBJECTIVES:
	<i>To enable the teacher trainees</i>
	☛ <i>to familiarize themselves with the steps to be followed in planning a prose lesson .</i>
	☛ <i>to get practice in writing a lesson plan.</i>

- i) 45 minutes - for teaching structures**
- ii) 45 minutes - for teaching the first sub-unit**
- iii) 45 minutes - for teaching the second sub-unit**

Note : You need to prepare a separate lesson plan for teaching structures.

This lesson plan deals with the teaching of the text. An effective way of making the prose lesson easy for the learner is to divide the text into smaller sub-units and deal with a sub-unit thoroughly.

Eg: Sub-unit I : From : Some are born
 To :across the world.
Sub-unit II : From : Kutraleeswaran swam across.....
 To :an Indian to the core.

Defining Competencies:

- i) Listening to the teacher's instructions and carrying them out.
- ii) Scanning a text for specific information.
- iii) Writing a parallel paragraph.

Motivation:

- i) Motivate the students by asking simple questions.
- ii) Show the picture of Kutraleeswaran and give a very short introduction about him.

Teaching Learning Materials:

Pictures, flash cards, letter cards and blackboard.

Step -1

Select the new words and other hard words in sub-unit I. Teach the vocabulary items first; *achieve, greatness, thrust, debut, hailed, prodigy, created, participated* are the new words in the first sub-unit. Teach the new words through pictures, gestures and situations.

Step- 2

Read out the sub-unit I (as divided above).

Let the students follow your reading. Read out the unit again.

This time you stop at a particular place.

Ask a child to continue.

Skip a word or two while reading.

Students would point out.

These measures will ensure that the students are closely following your reading.

Step -3

After reading out the text twice fix time limit for the students to read the text silently.

Go round the class.

Ensure that the students do not

- sub vocalize. (humming the word)
- regress (going back on the same sentence)
- run their fingers under the line.

Step - 4

After the students finish reading the unit ask them a number of short and simple questions from the passage.

It is not necessary that you have to ask the same questions given at the end of the lesson.

Frame a simple question for each idea conveyed in the passage.

This is to test the comprehension.

Example : From the first paragraph of the first sub-unit you can ask the following questions :

1. Who are the two youngsters mentioned in the lesson?
2. At what age did Sachin Tendulkar enter the cricket field?
3. Which is the native place of Sachin Tendulkar?
4. Who is called a child prodigy?
5. Which is the native place of Kutraleeswaran?
6. When was Kutraleeswaran born?

Step - 5

Ask the students to read the passage loudly one by one. Give opportunity to all the students. If the students make mistakes while reading, correct their mistakes after their reading is over.

Loud reading will give a sense of satisfaction to the students and will increase their confidence.

You can follow the same procedure for the second subunit also.

Step - 6

You can evaluate the students in various ways :

Eg:

a) Give the meaning of the following: (flash cards can be used)

- achieve -
- debut -
- hailed -
- prodigy -
- performance -

b) Rearrange the letters to form the words. (letter cards can be used)

- i) r e h a c i v e
- ii) r p e s v a e n e c r e
- iii) t r s h u t
- iv) g n r e t a e s s
- v) e r o c

c) Make the students do the exercises I a, I b (P.No. 71) and II (P.No. 72) of the book for class VI.

Step - 7

You can give home work related to the lesson.

Eg:

Consult your friends. Collect at least two more pieces of information about Kutraleesaran and write them down.

Note : Steps numbered above can be labelled as per instructions for lesson plan introduced in teaching of all subjects.

TASK:

Design some innovative activities to teach vocabulary.

EVALUATION :

Choose a grammatical item from the reader of standard – VI and write a lesson plan.

6.5 ALTERNATIVE LEARNING METHOD FOR PROSE LESSON:**Activity Based Learning:**

Activity Based Learning is a new ladder approach in teaching of English Language. This system of learning, not only simplifies the process of teaching and learning but also makes it more logical and natural. Learning involves listening, speaking, reading and writing. Negligence of any one of the four skills of learning will result in irreparable damage to the learning process. Separate logos are assigned for each learning activity. Names of vehicles are selected as Logos for English. These Logos are distributed in the milestones.

SPECIFIC OBJECTIVES:

To enable the teacher trainees

- ☛ *to orient the trainees with the learning methods such as Activity Based Learning and Active Learning Methodology.*
- ☛ *to practise the steps followed in Active Learning Methodology through illustration.*

No teacher can skip any step as he/she is forced to go by the steps, stated in the ladder. Evaluation is a continuous process. This method is followed at primary level in Tamil Nadu. There is provision for the fast learners to go fast at their own speed. The slow learners without any hindrance can proceed at their own pace.

Active Learning Methodology

Active Learning Methodology is followed at upper primary level in Tamil Nadu. It is also a form of activity based learning. The main objective of this method is to make all the students participate in learning. In this method the students involve in reading, writing, speaking, drawing, sharing, expressing the skills and questioning individually and in groups. For more details with respect to Activity Based Learning and Active Learning Methodology refer to unit –IV

To provide you with some information regarding the teaching through active learning methodology a sample lesson plan is given in this section.

A sample lesson plan based on Active Learning Methodology:

Topic	: Adverbials of time	Subject	: English Grammar
Standard	: VI	Unit	: II Section 'C'
Nature of the Topic	: Ink-blot	Technique	: Chalk & Talk
Time	: 90 mts.		

Introduction :

The teacher successfully exploits the class-room situation by asking the students to do some action like holding tight, walking, reading etc., Then she asks them deliberately to do the actions in the way she guides them. (For eg: She asks the students to hold tight, to walk in slow steps, to read aloud) Now she writes on the board.

Eg : She walks slowly. He holds firmly Rani reads loudly
 V Adv V Adv V Adv

The teacher asks them what actions are done by their friends. Hearing the answers, the teacher circles the verb. Then she asks them how the action is done and she underlines the words which show how the action is done. It denotes the manner of action.

Finally she concludes that the word that shows how the action is done is an adverb. Adverbial of Time - It denotes the time of action.

She continues eliciting answers from the students by asking the following questions.

- When did you go to cinema?
- When do we celebrate our Independence Day?
- When do you have your Quarterly exams?
- When is Uma coming from Madurai?
- When do you have your English Class?

The Student's answers will be

- I went to cinema last week.
- We celebrate it on August 15th.
- We have our Quarterly exams by next month.
- She is coming tomorrow.
- We have our English class daily.

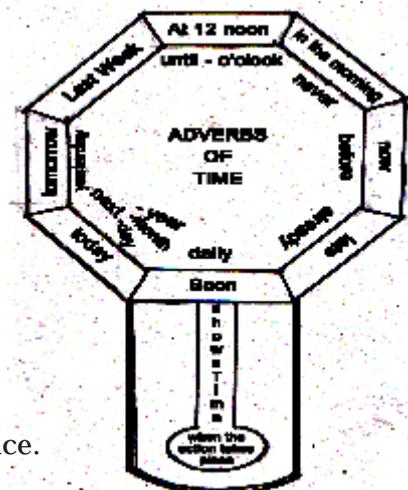
The teacher gives a turn to the students and asks them to circle the verb and to underline the word which shows time. Now the teacher concludes that the words which show when an action takes place are called adverbs of time.

Understanding :

The teacher gives further examples and asks the students to underline the adverbs of time.

Mind Mapping

The teacher asks the students to prepare mind maps and to present them in small groups. The teacher herself shows her mind map



Summarizing : Notes

Adverbs of time show when the action takes place.

Example :

- I come to school daily
- I met my friend yesterday
- I have to go home before 6.00 p.m.

Cues : already, next month, last week, soon, never, a year ago, an hour ago, before.

Discussion : (in large group)

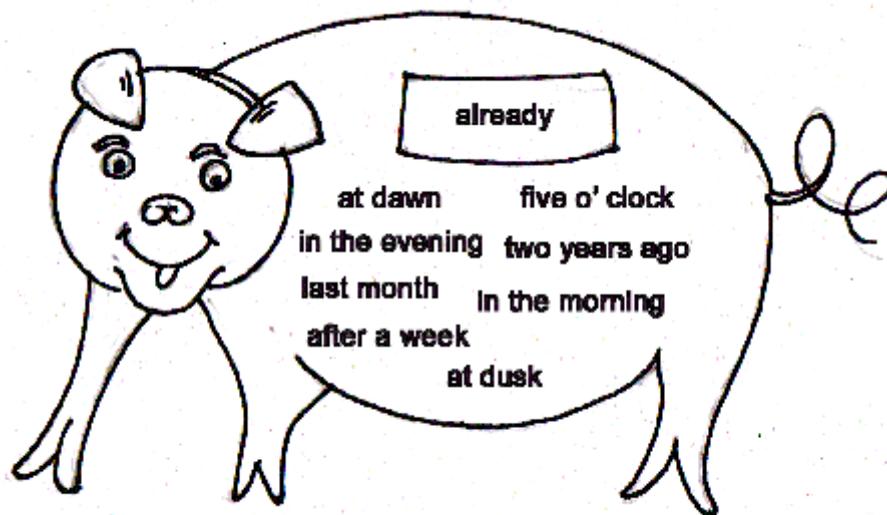
Based on the introduction, understanding and mind mapping the children sit in large groups, discuss and pick out the words that show time adverbials from the text book of Std. VI (Page no.22 - 24)

Writing :

The time adverbials picked out from the text book are written in the notebooks. If possible they can construct new sentences using the time - adverbials.

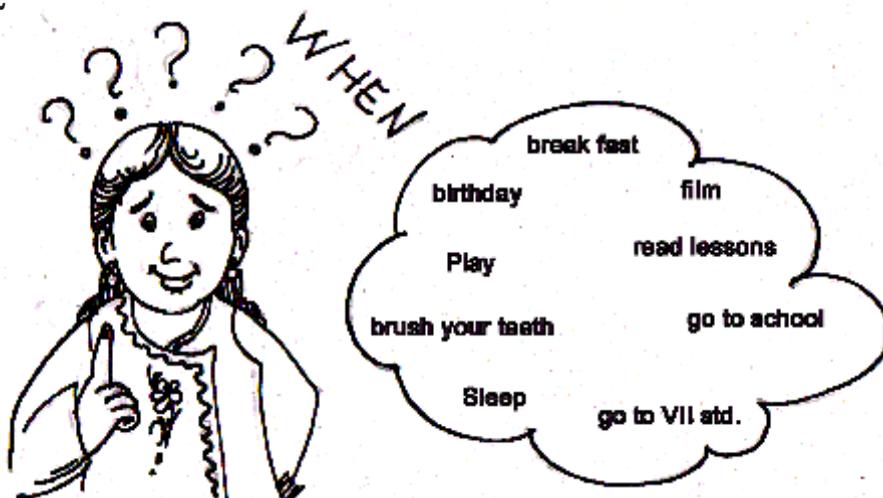
Activity : 1

Choose the adverbs of time from the piggy - bank and complete the sentences.



1. Ram left home
2. Latha met her class - mates
3. Varun arrives
4. Please wake me up
5. Priya goes to music class

Activity : 2



Observe the picture and answer the questions with suitable time adverbials.

Example : I play every evening / today / daily

Note : Questions may be framed by his/her friends.

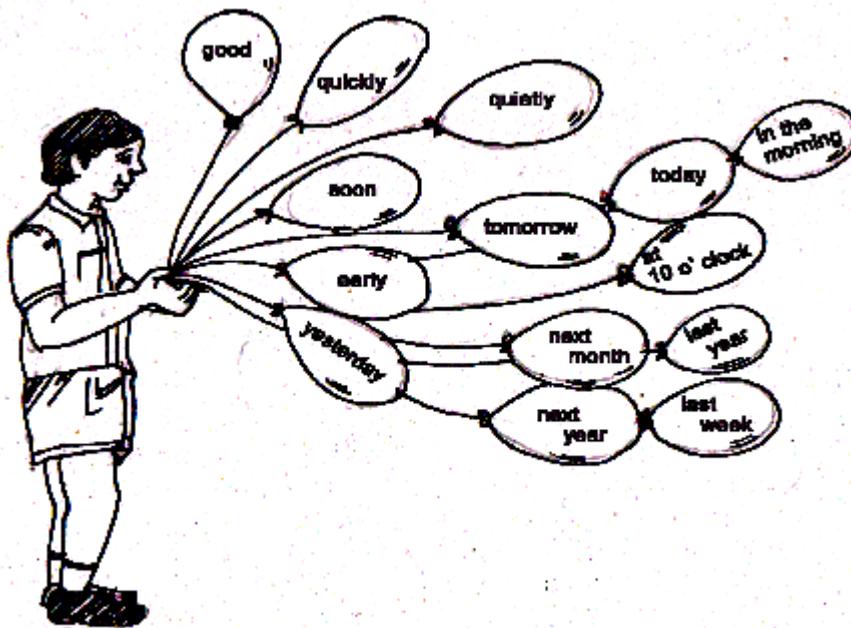
Revision :

The teacher shows the chart and asks the students to match the sentences with suitable time adverbials.

Column - A	Column - B
1. We shifted to T. Nagar	in the year 2006
2. India Played against Pakistan	at 6.00 pm
3. Mohan came from school	last week

Evaluation :

Pick out the adverbs of time from the balloon vendor



Format	Introduction	Understanding	Mind Map	Summary & Discussion	Presentation, Writing, Activity, Revision, Evaluation.
Chalk & Talk	10 mts.	20 mts.	10 mts.	20 mts.	30 mts.

Note: Grammar can be taught in various innovative ways. One ALM model is illustrated above. You can adopt any new strategy you like.

Task: (i)

Read the passage and carry out the instructions below :

THE ELEPHANT

Now that the mammoth is extinct, the elephant is the largest of all animals living, and the strongest. It is a strange-looking animal, with its thick legs, huge sides and back, large hanging ears, small tail, little eyes, long white tusks, and above all, its long nose, called the trunk. The trunk is the elephant's peculiar feature, and it puts it to various uses. It draws up water by its trunk, and can squirt it all over its body like a shower bath; and with it, it picks leaves from the trees and puts them into its mouth. In fact, its trunk serves the elephant as a long arm and hand. Elephants look very clumsy and heavy, and yet they can move very quickly when they like.

Elephants are found in India and in Africa. The African elephant differs in some points from the Indian, being larger, with longer tusks and bigger ears. In fact the two are considered to be different species. In both countries, they live in herds in the jungles, and are naturally shy animals that keep away from men. Elephants, with their great size and strength, are fine advertisement for vegetarianism, for they live entirely on leaves of trees, grass, roots and bulbs.

The elephant is a very intelligent animal, and its intelligence combined with its great strength, makes it, when tamed, a very useful servant to man; and it has been trained to serve in various ways.

Elephants can carry heavy loads about a thousand seers each; and they are used to draw heavy wagons and big guns that would require many horses. They are very skilful, too, in piling timber. The trained elephant will kneel down, lift a heavy log of wood with its tusks, carry it to the place where it is wanted, and lay it exactly in position.

Elephants are also trained for tiger-hunting. The huntsmen sit in the howdah on the back of the elephant, which is driven and guided by the driver, called the mahout, who squats on its neck. In this way the hunters are carried through the thickest, and at such a height that they can see and fire at the tiger when it is driven out.

In old days elephants were used in battles, and all Indian Rajas had their regiments of trained fighting elephants. And they still have their place in state processions, when they are painted with bright colours and covered with silk and velvet clothes.

In Africa elephants are hunted mainly for their tusks, which are made of ivory and are very valuable. Their skins are so thick that an ordinary bullet will not pierce them; and so large guns, called elephant-guns, are used to kill the animals.

Many elephants are caught alive to be tamed and trained. But catching elephants alive is difficult and dangerous work; though the elephant is a shy, wild animal when left alone. It can be a dangerous enemy when attacked. Elephants are generally caught alive in great traps or enclosures, called Keddahs. They are either driven into these keddahs, or led into them by tame elephants, called decoys, which are trained to lead their wild brothers into captivity.

Instructions :

1. Reading silently and aloud. Understanding (Don't hurry, Take atleast 10 minutes)
 - a) Read silently in your mind, Are you able to picture what the passage is talking about?
 - b) If there are any unfamiliar or new words, mark them out, find out the meanings. Write them down.
 - c) Highlight or underline words or phrases or sentences that seem important to you to understand the passage.
 - d) Read again. Have you understood the article ? What questions does it raise? Note them down.
2. Make a colourful mind map using the main points from the passage (You may take 10 minutes)
3. Sharing, Verifying, Summarising (20 minutes)

In mixed groups of three or four discuss : What is the author trying to convey? What interested you about the article? How do you know you have understood what has been said? Put this together in a summary.
4. Individual written work. Now, use your mind map to answer questions on the passage. If your mind map is complete, you will be able to answer the questions well.
5. In a large group : Present the mind map or summary. Raise questions. Share any new insights.

Task (ii)

Visit primary and upper primary schools.

Observe how Activity Based Learning and Active Learning Methodology are followed. Observe how the students react when they are taught through these methods. Prepare a report listing out the merits of Activity Based Learning and Active Learning Methodology.

EVALUATION :

- ☼ Choose a prose lesson from the textbook of standard VI or VII
- ☼ Use your imagination and prepare a mind map

6.6 EXTENSIVE READING :

Extensive reading or reading for fluency involves reading of longer texts for pleasure and, not necessarily, for minute details. It is a fluency activity in which the students can read on their own. It is also called 'Rapid Reading' or 'Independent Silent Reading'.

SPECIFIC OBJECTIVES:

To enable the students

- ☛ *To grasp the meaning as quickly as possible .*
- ☛ *To increase passive vocabulary.*
- ☛ *To develop a taste for reading.*
- ☛ *To inculcate a habit of reading for pleasure and profit.*
- ☛ *To concentrate upon subject matter.*

Class time is short and the amount of reading normally is very great in our school curriculum. A good school library would be an ideal place for students to enjoy reading. But wherever library facilities are available, students should be encouraged to read on their own, and where no such facility is available, the teacher should refer to a list of books that students could be asked to read at home.

Extensive reading means

- a) to read silently and quickly.
- b) to understand the subject matter as quickly and efficiently as possible.
- c) to read without the help of the teacher.
- d) to read pass words into passive vocabulary.

Extensive reading can play a vital role in the learning of a second / foreign language. In this regard, the following characteristics are very important.

- i) Students read as much as possible both inside the classroom and outside.
- ii) Students have a choice and freedom to select whatever they want to read. They can stop reading the texts which do not interest them.
- iii) Reading has its own reward. There are no follow up activities or tasks.
- iv) The reading texts are within the linguistic competence of the reader.
- v) Students read at their own pace. They choose when to read and where to read. This helps them develop fluency as they learn to read faster and without disturbance.

Procedure for Extensive Reading:

The exact procedure advisable to adopt will depend upon the nature of the subject matter to be read and the skill in reading already acquired by the class.

Following are the main steps in extensive reading.

i) Introduction:

For the purpose of introduction, the teacher should

- (a) give main hints of the passage,
- (b) briefly explain the difficult portions, and
- (c) deal with special difficulties of the language.

ii) Silent Reading:

In this the students should read silently but quickly.

iii) Questions:

To test the students the teacher asks a few questions.

In following the procedure of extensive reading it is desirable to have the following two points in mind.

- i) The matter read must be understood by readers in order to increase interest, and**
- ii) The matter should be read silently, otherwise interest will flag.**

Extensive Reading can provide a better exposure to English through a wide variety of materials. Generally, students find their school textbooks uninteresting and de-motivating. It is imperative that extensive materials are easy, appealing, varied and, above all, authentic. Authentic texts refer to the texts which students come

across in daily life and which they will want to read after they exit their educational institutions. In this behalf, a newspaper or a magazine will be more relevant to students.

The decisions with regard to when to introduce authentic texts will depend on the level of linguistic competence the students have reached at a particular point of time. If a student's proficiency is below the required level, problems are bound to arise. Independent silent reading will require a sufficient command of language to comprehend and understand the message in the text.

What is the difference between intensive reading and extensive reading?

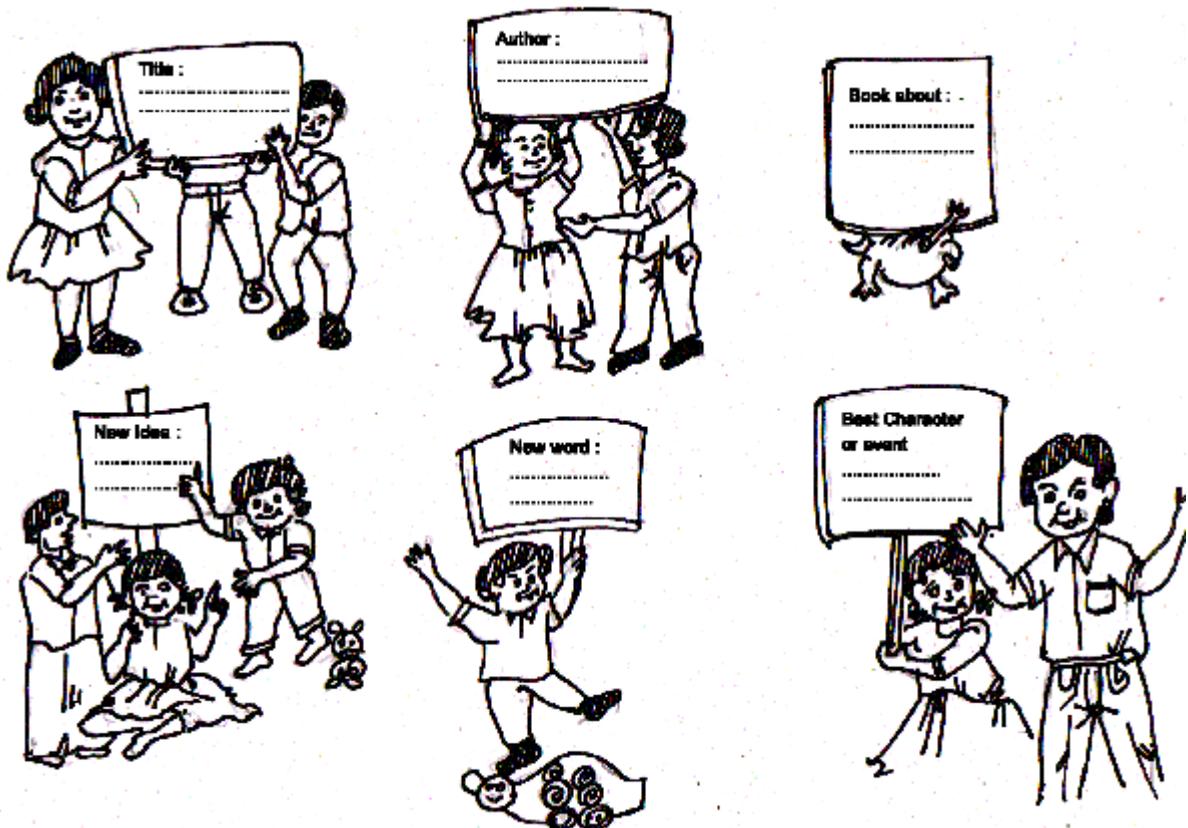
In Intensive reading, a child learns to read; in Extensive reading, a child practises what he has learnt.

Extensive Reading Advantages:

- i) It helps in assimilation of ideas.
- ii) It keeps the whole class busy and active.
- iii) It increases vocabulary.
- iv) It has high 'Transfer of learning' value, since it prepares students for library reading.
- v) It paves the path for individual method of study and self - education.

Task :

Provide the students with some good story books. Ask them to fill up the banners after they complete the story. Give them stars to encourage reading.



How many stars?	
Superb !!	★ ★ ★ ★ ★ ★
Very good	★ ★ ★ ★ ★
Good	★ ★ ★
OK !	★ ★

6.7 STEPS IN TEAHING SUPPLEMENTARY READER:

Students learn to read through reading. A Supplementary Reader aims to give students additional practice in reading so that they may

- ⊗ increase their reading speed,
- ⊗ develop desirable silent reading skills,
- ⊗ learn to guess the meanings of some words from the context in which they have been used,
- ⊗ grasp the central idea of the passage read,
- ⊗ follow the sequence of ideas, events etc. in the passage,

SPECIFIC OBJECTIVES:

To make the teacher trainees

- ☛ *Familiar with the steps in teaching supplementary reader.*
- ☛ *Practice the steps in their regular classrooms.*
- ☛ *Create an interest among the students in reading more.*

- ⊗ (at a later stage, say at high school stage) learn to use reading techniques like skimming in different contexts,
- ⊗ extend their reading experience,
- ⊗ extend their vocabulary,
- ⊗ consolidate the language learnt through the main Reader, and
- ⊗ enjoy reading.

While the Reader contains short passages packed with structural and vocabulary items, those in the Supplementary Reader are long and contain language that the students are familiar with, but packed with information which they enjoy reading.

The Supplementary Reader - The content.

A Supplementary Reader usually contains stories for classes VI and VII. At the later stages other types, namely biographies, historical events etc. are also included.

The language used in the first half of the reading passages / lessons will be limited to the items (sentences + vocabulary) taught/learnt in the previous class, while the later half will include the early items taught/learnt in the class for

which the Supplementary Reader is meant. Occasionally there may be some new words. Such new words are either glossed or left unexplained for the students to guess their meaning. Each reading passage has a picture or two, to make students realize what the passage is about, followed by a set of comprehension questions for discussion and also to help students to acquire different reading skills.

Do's and Don'ts in dealing with a Supplementary Reader

1. Do the Supplementary Reader in class.
2. Set apart one full period for each lesson/story.
3. Let students read and understand as much as they can and acquire independent reading habits.
4. Don't read out the passage in the classroom .
5. Don't explain the content of the Supplementary Reader passage.
6. Don't translate any part of it.
7. Don't hesitate to bring to the class any picture which you think will supplement the existing illustration(s) in the reading passage.

How to teach a Supplementary Reader lesson?

The following steps are suggested for teaching a lesson in the Supplementary Reader –a story or a chapter of a long story/novel etc.

- ⊗ Introduce the passage briefly.
- ⊗ Narrate a part of the passage to kindle interest.
- ⊗ If you identify any difficult word(s) in the passage that may hinder comprehension, teach it (them) as quickly as you can (using the mother tongue equivalent if necessary) and write it (them) on the blackboard.
- ⊗ Write on the blackboard some pre-reading questions (framed by the teacher or those given at the end of the passage). This step is optional.
- ⊗ Ask students to read the passage silently
- ⊗ Check comprehension through questions/discussions. If possible let the students form groups and discuss before answering questions. One of the members of the group may answer followed by the others in chorus. The teacher should guide the students during their discussion so that they can speak in English. This kind of group activity is possible if the answers to some questions are not explicitly stated in the passage. Different types of questions –global and local, direct/factual, inferential, interpretative and evaluative –are possible besides the usual objective type of questions.
- ⊗ Occasionally get students to retell part(s) of the story/passage. This is a good opportunity for the teacher/students to practice use of language in speech also based on their reading.
- ⊗ Ask the students to write the answers to comprehension questions at home.
- ⊗ Select some suitable passages for language study. This activity must be taken up in the class to consolidate the language points already taught/learnt in the earlier periods.

The main or detailed Reader is read intensively in class to learn the language – sentence patterns and vocabulary besides some useful information. The Supplementary Reader is not read intensively or in detail but the reading is an activity done in the class with some help from the teacher, followed by some testing of reading comprehension.

Contrary to the intensive reading done in class, extensive reading is ‘wide’ reading done individually. Each student reads something different. The objective is to encourage students to read as much as they can.

Evaluation:

Write a lesson plan for the story “Rip Van Winkle – Chapter – I” from the Supplementary Reader of Standard VII based on the steps mentioned in the unit.

6.8 TEACHING CONTINUOUS WRITING

When we learn a second language, we learn to communicate with other people in order to (a) understand them, (b) to speak/talk to them, (c) to read what they have written and (d) to write to them. Writing involves (i) the ability to master the shapes of the letters of the alphabet (Ortho Graphics), (ii) knowledge of the right combination of letters to form words (spelling), and (iii) skill in expressing one self through the written piece.

SPECIFIC OBJECTIVES	
	<i>To enable the trainees</i>
☛	<i>To give writing practice to the students;</i>
☛	<i>To help the students think freely;</i>
☛	<i>To enable the students to express themselves systematically;</i>
☛	<i>To enable the students to organize the facts logically;</i>
☛	<i>To develop the imagination of the students.</i>

To facilitate the students to communicate through writing, they must be motivated to write continuously. This can be accomplished by exercises like writing about themselves, their every day experiences, story writing, describing an event, paragraph writing etc. The students must learn to write short sentences before they learn to write a paragraph. If they learn how to join words to form sentences they will be well on the way to writing composition correctly.

Beginning writing :-

The first real writing that students do is copying. It is important to give them plenty of practice in writing clearly and accurately. The words and sentences that are written in these early stages are usually ones that have been spoken, heard and read. The following activities can be used to encourage writing.

Task - 1 Copying:

The teacher introduces the words / sentences orally and the students repeat it. The teacher writes it on the black board. The students read it a number of times. Then they copy it.

Task - 2 Board Composition :

This follows a similar pattern except that a student builds up a sentence for which the teacher helps either through question or prompts. The teacher writes this on the board and then proceeds as before.

Task - 3 Completion with choice

The student completes the sentences on the board by choosing the items from the list

I like eating _____

- Oranges
- Meat
- Bananas
- Bread

Task - 4 Completing the Paragraph

This is usually combined with a short reading exercise and oral work. After oral preparation, the teacher writes a few sentences on the board.

‘Mary lives in Delhi. She lives with her father and mother. Her brother, Peter, lives in Bombay’.

Underneath the teacher writes sentences that have to be copied out, using information from the passage.

1. Mary lives in Delhi with her and
2. Her brother’s name is
3. Peter in Bombay

Task - 5 Sentence Tables

The sentence tables that are given can allow greater choice and lead to the construction of more complicated sentences.

When	Saravanan Malini I	had finished	playing eating sleeping
------	--------------------------	--------------	-------------------------------

it was time to go to	temple market	When	he She I
got there it was			

Task - 6 Parallel Composition

The teacher gives a piece and the class copies it. The teacher then requires the class to make a few changes here and there and to prepare a parallel paragraph on similar topic.

Example : -

‘This is Ravi. He is ten years old. He is in class V in Nehru School. There are thirty students in his class. His teacher likes him because he is good at everything. etc., etc.,’

The students can be asked to copy the piece beginning it with

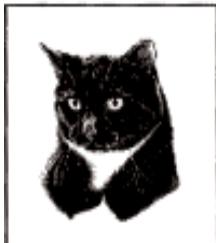
**‘This is Usha. She is
.....’**

Task - 7 Parallel composition using pictures

The teacher can show a picture of a pet dog along with description and asks the class to write a description for the picture of a cat.



1. This is Jimmy.
2. This is my pet animal
3. It eats biscuits everyday
4. It guards our house
5. I love Jimmy very much.



1.
2.
3.
4.
5.

Task - 8 Fill in the blanks

The teacher writes on the black board sentences with a number of words missing.

Yesterday we _____ to _____. We _____
with our _____, Mrs. Johnson. When we _____ we
saw many large _____.

To make it easier, the teacher may supply as list of words from which the blanks can be filled:

- | | |
|-----------|---------|
| buildings | mother |
| zoo | walked |
| teacher | arrived |
| went | ran |

The list contains the words that are suitable as well as those that are not required. So children have to think twice before completing the exercise.

Task - 9 Picture Compositon

The teacher supplies the students with series of pictures with sentences under each. Students look at the pictures and sentences and complete the story.

Example



1. They played



2. He threw the ball



3. He caught it.



4. Then he threw it back



5. He did not catch it.



6. He ran after the ball.



7. He did not see the stone



8. He fell over it.

Now write this story:

David and Charles (1)..... David (2) and Charles (3)..... then Charles (4) But David (5) So he (6)..... But (7) and so (8).....

Writing Paragraphs:

After children have gained fluency in writing sentences, they should be helped to write paragraphs. A paragraph usually consists of a topic sentence followed by a number of related sentences and usually ends in a concluding statement.

Parts of a Paragraph	Topic Sentence Supporting Details Closing Sentence
How to Write a Paragraph	Prewriting Paragraphs Writing Paragraphs Editing Paragraphs Finalising Paragraphs
Some Kinds of Paragraphs	Definition Sequence Classification Description Compare and Contrast

Topic Sentence

What is the topic sentence?

The topic sentence is the most important sentence in a paragraph that sums up the whole idea / theme of the paragraph. It may be in the beginning, middle or at the end of the paragraph.

What does it do?

It introduces the main idea of the paragraph.

How do I write one?

Summarize the main idea of your paragraph. Indicate to the reader what your paragraph will be about.

Example:

There are three reasons why Canada is one of the best countries in the world. First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price. Second, Canada has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university. Finally, Canada's cities are clean and efficiently managed. Canadian cities have many parks and lots of space for people to live. As a result, Canada is a desirable place to live.

Supporting Details

What are supporting sentences?

They come after the topic sentence, making up the body of a paragraph.

What do they do?

They give details to develop and support the main idea of the paragraph.

How do I write them?

You should give supporting facts, details, and examples.

Example:

There are three reasons why Canada is one of the best countries in the world. **First, Canada has an excellent health care system. All Canadians have access to medical services at a reasonable price. Second, it has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university. Finally, its cities are clean and efficiently managed. Its cities have many parks and lots of space for people to live. As a result, it is a desirable place to live.**

Closing Sentence

What is the closing sentence?

The closing sentence is the last sentence in a paragraph.

What does it do?

It restates the main idea of your paragraph.

How do I write one?

Restate the main idea of the paragraph using different words.

Example:

There are three reasons why Canada is one of the best countries in the world. First, the country has an excellent health care system. All Canadians have access to medical services at a reasonable price. Second, it has a high standard of education. Students are taught by well-trained teachers and are encouraged to continue studying at university. Finally, Its cities are clean and efficiently managed. They have many parks and lots of space for people to live. As a result, it is a desirable place to live.

Prewriting Paragraphs

What is the prewriting stage?

The prewriting stage is when you think carefully and organize your ideas for your paragraph before you begin writing.

Six Prewriting Steps:

1. **Think carefully about what you are going to write.** Ask yourself: What question am I going to answer in this paragraph or essay? How can I best answer this question? What is the most important part of my answer? How can I make an introductory sentence (or thesis statement) from the most important part of my answer? What facts or ideas can I use to support my introductory sentence? How can I make this paragraph or essay interesting? Do I need more facts on this topic? Where can I find more facts on this topic?
2. **Open your notebook.** Write out your answers to the above questions. You do not need to spend a lot of time doing this; just write enough to help you remember why and how you are going to write your paragraph or essay.

3. **Collect facts related to your paragraph or essay topic.** Look for and write down facts that will help you to answer your question. Timesaving hint: make sure the facts you are writing are related to the exact question you are going to answer in your paragraph or essay.
4. **Write down your own ideas.** Ask yourself: What else do I want to say about this topic? Why should people be interested in this topic? Why is this topic important?
5. **Find the main idea of your paragraph or essay.** Choose the most important point you are going to present. If you cannot decide which point is the most important, just choose one point and stick to it throughout your paragraph or essay.
6. **Organize your facts and ideas in a way that develops your main idea.** Once you have chosen the most important point of your paragraph or essay, you must find the best way to tell your reader about it. Look at the facts you have written. Look at your own ideas on the topic. Decide which facts and ideas will best support the main idea of your paragraph. Once you have chosen the facts and ideas you plan to use, ask yourself which order to put them in the paragraph. Write down your own note set that you can use to guide yourself as you write your paragraph or essay.

Writing Paragraphs

What is the writing stage?

The writing stage is when you turn your ideas into sentences.

Five Writing Steps:

1. Open your notebook and word processor.
2. Write the topic sentence, supporting sentences, and closing sentence.
3. Write clear and simple sentences to express your meaning.
4. Focus on the main idea of your paragraph.
5. Use the dictionary to help you find additional words to express your ideas.

Editing Paragraphs

What is the editing stage?

The editing stage is when you check your paragraph for mistakes and correct them.

Grammar and Spelling

1. Check your spelling.
2. Check your grammar.
3. Read your essay again.
4. Make sure each sentence has a subject.
5. See if your subjects and verbs agree with each other.
6. Check the verb tenses of each sentence.
7. Make sure that each sentence makes sense.

Style and Organization

1. Make sure your paragraph has a topic sentence.
2. Make sure your supporting sentences focus on the main idea.
3. Make sure you have a closing sentence.

4. Check that all your sentences focus on the main idea.
5. See if your paragraph is interesting.

Finalising Paragraphs

What is the finalising stage?

The publishing stage is when you produce a final copy of your paragraph to hand in.

Three Finalising Steps:

1. Make a paper copy of your paragraph.
2. Show your work to your teacher, tutor, or parents.
3. Ask them for hints on how to improve your writing.

a. Definition Paragraph

When writing a definition paragraph, you take a thing or an idea and explain what it is.

Example: Write a paragraph giving the definition of a pest.

The following words can help you to write a good definition paragraph:

1. "is defined as"

Example: A pest is defined as any animal or plant that damages crops, forests, or property.

2. "is a kind of"

Example: A pest is a kind of animal or plant that damages crops, forests, or property.

b. Sequence Paragraph

In a sequencing paragraph, you are writing to describe a series of events or a process in some sort of order. Usually, this order is based on time.

Example: Write a paragraph outlining how a person becomes the prime minister.

The following words can help you to write a good sequence paragraph.

Words that help:	
Order	Time
first, second, third, etc.	recently
In the beginning	previously
before	afterwards
then	when
after	after
finally	
at last	
subsequently	

c. Classification Paragraph

When writing a classification paragraph, you group things or ideas into specific categories.

Example: Write a paragraph discussing two types of energy resources.
The following words can help you to write a good classification paragraph:

Words that help:

is a kind of
can be divided into
is a type of
falls under
belongs to
is a part of
fits into
is grouped with
is related to
is associated with

Example

is a kind of

Coal **is a kind of** non-renewable resource.

can be divided into

Energy resources **can be divided into** two types.

is a type of

Coal **is a type of** non-renewable resource.

You can continue and develop a classification paragraph like this.

d. Description Paragraph

In a description paragraph, you are writing about what a person, place, or thing is like. Sometimes, you may describe where a place is located.

Examples: Write a paragraph describing the giraffe.

Describe where the leather industry is located in Tamil Nadu.

The following words can help you to write a good description paragraph:

Words that help:

Properties	Measurement	Analogy	Location
size	length	is like	in
colour	width	resembles	above
shape	mass / weight		below
purpose	speed		beside
			near
			north / east / south / west

e. Compare and Contrast Paragraph

In a compare and contrast paragraph, you write about the similarities and differences between two or more people, places, things, or ideas.

Example: Write a paragraph comparing the weather in Chennai and Ooty.

The following words can help you to write a good compare and contrast paragraph:

Words that help:

Similarities	Differences
is similar to	the other hand
both	however
also	but
too	in contrast
as well	differs from
	while
	unlike

Evaluation:

Write down your impressions of the first visit to a primary school in a paragraph.

Summing up:

- Teaching of prose means teaching reading with comprehension.
- The Intensive reader is based on the structural patterns, syllabus and vocabulary.
- The lessons in the intensive reader have provision for both silent reading and oral reading.
- To enable the students to understand the passage, to read fluently, to enrich their vocabulary and to enjoy reading and writing are the major aims of teaching prose.
- The objective of teaching prose is to enable the learners to extend their knowledge of vocabulary and structures and to become more proficient in the four language skills.
- The actual method of teaching a lesson will depend, among other things, on pupil attainment.
- Situational presentation of new items brings out their meaning and use.
- Defining competency, motivation, teaching learning materials, teaching learning activities, reinforcement activities, evaluation and follow – up are the steps generally followed in preparing a lesson – plan.
- Activity Based Learning and Active Learning Methodology are the methods in practice at present at primary and upper primary levels respectively.
- Introduction, Guided Reading, Mind map, Consolidation, Enrichment Activity, Assessment, Writing and Remedial measure are the steps followed in teaching through Active Learning Methodology.
- In extensive reading a child practices reading. It is also called ‘rapid reading’ or independent silent reading.

- Prescribed books have very little reading matter. So supplementary reading material is necessary.
- Supplementary reading helps consolidate language items already learnt.
- Supplementary reading also helps in developing reading speed and fosters a love for reading in general.
- A paragraph usually consists of a topic sentence followed by a number of related sentences and usually ends in a concluding statement.

Exploration:

- Look at the following words:
Handsome, pretty, lovely, beautiful, attractive, good-looking
Did you notice that these words are used to describe the appearance of persons and things? We need to be a little careful, however, when we use these words. Use a dictionary and write the nouns that go with these adjectives.

- Vocabulary teaching is one of the steps in teaching of a prose lesson. A word used out of context or a wrong word used in a certain context can cause misinterpretation and confusion.

Differentiate between the following:

appreciate	-	appreciable
disinterested	-	uninterested
each other	-	one another
questionable	-	questioning
rise	-	raise
majority	-	plurality

- Read the words given in clusters carefully. Use these words in sentences of your own bringing out the differences in the shade of meaning. You may have to use a dictionary or a thesaurus.
a) broad / large /big /huge / vast /tall /high /long /lengthy / maximum.
b) small /tiny / puny / short / low /concise / minimum /little / miniature / slight / mini / minor.

Make an attempt to prepare clusters like these.

- Think of any continuous writing you have read recently. It may be a news report, a story, a commentary or a review. All these come under prose as against poems. Poems are expressions of feelings, joy or sorrow presented in acknowledge forms or stanzas. Prose writing is easier than poetry making. Do you agree with the steps of teaching prose? Can you make changes in the order of these steps? What makes you suggest such changes? What do you think will be the effect of these changes in the learners? Should there be a strict order of steps? Why do you think so?

- Look at the step-6 under planning a prose lesson in sub-topic-4. Two ways of evaluating the students are suggested. Explore some more ways of evaluating the students while teaching a prose lesson.

- Collect different kinds of paragraphs mentioned in the unit from various books and journals.

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UNIT – 7

TEACHING OF POETRY

Poetry begins in delight and ends in wisdom

- Robert Frost

SCOPE

Literature is an art. The highest form of literary expression is poetry. It is a work of perfect art and beauty. It is an art because it appeals to the emotion and has an aesthetic effect on human mind. Almost all the ancient literature is in poetical form in any language.

Generally prose is for information and poetry is for appreciation. Poetry gives, very briefly, details and facts in a beautiful form. Poetry is highly rhythmic in character. Every prose lesson need not be a piece of literature, but every poem is surely and invariably a piece of literature. So every teacher should develop a taste for literature. She has to present the poem in such a way that it appeals to the emotions of children. While learning a poem the child enters a different world other than this physical world. The child should feel that it is experiencing a new joy in a new atmosphere.

For poetry to remain poetry, there must be a direct contact between the poet and the child without any intermediary or an interpreter. The problem is how to bring this about? This will be discussed in this unit.

This unit aims at helping you to understand the objectives of teaching a rhyme in lower classes and poems in higher classes. It also outlines the process of teaching a rhyme and a poem. Also you are provided with suitable and simple examples for teaching a rhyme and a poem for your practice training. Do the tasks yourself and enjoy teaching a poem. And only if you try to enjoy the poetry you teach, you will be able to convey the feelings of pleasure and appreciation to your pupils.

Development of the Unit

TEACHING RHYMES

The first and the strong link between the children and the English language (any language for that matter) can be only through nursery rhymes. The term nursery is apt because just as in a Nursery growing the saplings, the rhymes take care of the language to be developed later. We all know how children enjoy saying a rhyme in lower classes with movement, gestures and most important their expressions. Every child becomes one with the rhyme when taught properly with the teacher's enthusiasm.

The importance of saying (reciting) or singing rhymes:

Rhymes –

- strengthen and develop the memory power.
- develop active power of imitation and imagination.
- train the ears to the delicate varieties of sounds and rhythm.

- widen the knowledge of vocabulary.
- develop a sense of achievement and confidence in the young learners
- lay a strong foundation for speech work.
- are an excellent aid to correct speech.

The strong rhythm in the rhymes are also present in the basic speech pattern. Hence rhymes help pick up fluency.

Task 1

Now that you know how important the rhymes are to the beginners, you can list out the objectives of teaching rhymes.

1. To train the children to listen to the English sounds & rhythm.
- 2.
- 3.
- 4.
- 5.
- 6.

Suggestions for teaching Nursery Rhymes:

1. Any rhyme is essentially music – Hence it is meant to be said aloud to enjoy the music.
2. Explanation of words, phrases or grammatical forms should not be given.
3. In every rhyme, the unfamiliar, tricky words should be singled out and their correct pronunciation should be drilled.
4. Pupils’ attention should be concentrated on the words and phrases with their correct beats.
5. Beats are to be given only with the use of two fingers on the left or right palm.

Clapping or tapping the desk by the pupils should be avoided.

6. Children to be taught to feel the charm of music and rhythm.
7. Rhymes should be taught at first, moderately slowly until the pupils are able to recite them correctly, clearly and confidently.
8. Once the children are confident in saying all the lines in the rhyme you can give practice:
 - a) You say the first line; the children say the second line.
This alternative line practice can be continued changing roles also. (First line - children; second line - teacher)
This line by line practice is helpful to correct the mispronounced words.
 - b) Practice in groups- one group one line.
 - c) Practice in pairs:
 - d) Whole class says the rhyme.

All these practices will help even the slow learner to gain confidence in saying the rhymes.

Don'ts

1. Do not ask individuals to say the rhyme in the beginning, in order to correct their pronunciation.

The child may feel diffident.

2. Do not try to teach any morals through the rhymes.

3. Do not sing the rhyme to begin with.

Singing can be postponed till all the children are able to say the rhyme correctly. This is because while singing, the children's attention is drawn-towards the tune and not on the pronunciation.

4. While saying / singing rhymes can be done at the beginning or at the end of every day class (as some teachers use it as motivation), care should be taken not to spend more than 3 minutes on rhymes each day.

5. The most important point every teacher should remember - do not read out the rhyme from the books - memorise and say the rhyme facing the children with proper pronunciation, gestures and voice modulation for the children to imitate and follow.

'A Little Seed'

A little seed for me to sow
A little earth to make it grow.
A little hole,
A little pat,
A little wish,
And that is that.
A little sun,
A little shower,
A little while,
And then - a flower.



If you read out this from the book, the rhyme loses its li

This should be acted out by you. Only then it appeals to the emotion of the children -

Show gestures - a little pat,
a little wish,

How beautifully the child feels about the new plant it visualises.

The emotion should be brought out with the nicest expression.

If possible take the children out of the class. Or you can make a seed bed on the table, use picture of sunshine and shower or draw it on the blackboard.

Think of a simple device to bring shower in the classroom.

This beautiful rhyme would never be forgotten if you teach it in such a way that every child acts it out.

Task 2

Using the tips above try teaching the following rhymes to your peers:

1. *Fat a Cake*
2. *Here we go round the mulberry bush.*
3. *Old McDonald had a farm.*
4. *I love little pussy.*

And each one of you can choose a rhyme from any rhymes book and practise teaching

You'll see the 'child' in you jumping out. You'll relive your childhood days.

Introducing poems

As already mentioned in the introductory part of this unit poetry is meant for enjoyment and pleasure as it appeals to our senses.

Many teachers have this problem in their classroom – while their pupils have thoroughly enjoyed nursery rhymes and other rhythmic activities, they often lose their interest in poetry as they are promoted through the school – and also as poetry presented to them takes on a more elaborate form. It would be well, therefore, if the teachers had in mind these standpoints.

First of all she should remember that rhythm is a universal phenomenon wherever movement occurs. The regular rhythm of poetry appeals to the child as something which satisfies an urge to move and speak rhythmically.

Secondly, poetry draws the child more and more towards, beauty, especially beauty of language and thought and helps him develop his imagination.

This should not be regarded as the 'aim' of teaching poetry in the way that we think of the aims of teaching other activities in the curriculum.

In fact to use the phrase 'Teaching poetry' is to emphasize a wrong point of view. We do not 'teach poetry' and could not if we tried. We introduce it as an activity because it gives pleasure as in doing any other activity in the classroom.

There is an incidental value in the inclusion of poetry in the curriculum in that activities connected with the learning and appreciation of poetry should have a beneficial effect upon the pupil's speech and in the higher classes upon his written English. This is an incidental advantage.

We should frequently remind ourselves of these points and never allow the poetry class to develop into a mere soulless repetition of the poem until it is known by the class as a whole.

Our chief focus should be to help our students appreciate and enjoy poem and in the process they themselves would like to commit it to memory.

How could this be achieved in the class?

The teacher should read, listen to and enjoy good poems himself / herself. It is difficult to arouse enthusiasm in others if you have no enthusiasm yourselves. The emotion aroused by poetry can be transferred from the teacher to the pupil. Indeed if this does not take place in the first instance, there is little hope for the pupil's acquiring a feeling for poetry.

The appreciation of poetry or any form of literature is a matter of enthusiasm. If this is found in the teacher, it will be transferred almost automatically to the students. If you try to enjoy the poems you teach to your students, you will be able to convey the feelings of pleasure and appreciation that you feel by yourselves.

Now the question is -

How much of this can we get across to students with their limited vocabulary and an uncertain grasp of the structures of the second language viz. English?

A few suggestions may be of some use:

- a) The message of the poem is more important than its details.
- b) The most difficult line should be studied last. The significance is understood when the main theme of the poem has been grasped.
- c) Elucidation by questioning creates a more effective contact between the poem / poet and the student than elaborate explanation and paraphrase.
- d) Presentation of the poem should be done orally through speech -with the books closed. Why?
- i) Poetry is memorable and eloquent speech. The poet speaks to us through his poem. When we present poem orally through speech, the eyes of the learner are free to see the imagery in the poem and not tied down to the book to decipher the print.

Remember all our ancient literature - and all of them in poetical form - were passed on through generations only orally and not through printed pages. Delight in listening to poetry seems to be natural to any language user.

- ii) Rhyme and rhythm appeal primarily to the ear.

It is necessary that the student must be helped with pronunciation, rhythm and intonation of a poem. He cannot be expected to read the poem to himself to get a proper impression of the sound effect. So the teacher should present the poem orally with proper sounds and rhythm whose charm will definitely draw him towards enjoyment and appreciation of the poem.

- iii) Poetry is easier to understand when it is read aloud / presented by a fluent and understanding teacher. The teacher helps his students to live in the poem by his reading and fortifies it with expression on his / her face. As a result the poem will take shape in the mind of the listener. This shape will become clearer and more precise with repeated listening / sessions.
- iv) If we read the poem aloud or recite a poem, we leave the students no other possibility to deal with it but to listen and concentrate all their attention on listening.

It is natural for anyone who listens to a poem to pass over whatever is not immediately comprehensible. But we grasp what we can and the very swiftness of the impression causes us to have a good grip on what we do catch. This gives a scattered series of focused impression. Some fainter than the others. If we concentrate on what we have grasped, the patches of impression seem to fuse and indicate a complete picture.

- e) Good art can be allowed to make its own impact on the children about the poem. The poet is sure to capture the imagination and arouse delight.

So for the sake of convenience and from the practical standpoint, we may make three simple rules for classroom transaction.

- 1) Too much of explanation is a mistake.
- 2) Verbal peculiarities should be passed over / neglected – unless the students ask. e.g. doth, thou, thee, thy, thine.

They can simply be said to be the variants of does, you, your and your respectively and stopped at that. If the function is clear they will not delay the perception of the poem.

Yon, or Yonder can be taught through gesture – pointing to a distance.

- 3) Student's appreciation and understanding of the poem and sharing of the poet's experience can be expressed through art in the form of drawing / dramatization. We should encourage pupils to do these activities at the end of the class.

Let's now see a sample lesson on introducing a poem:

“The Coromandel Fishers” by poet Sarojini Naidu.

Rise, brothers rise, the waking skies

Pray to the morning light

The wind lies asleep in the arms of the dawn

like a child that has cried all night.

Come, let us gather our nets from the shore

And set our catamarans free,

To capture the leaping wealth of the tide

For we are the sons of the sea.

The process of teaching the poem can be in three main stages.

1. Preparation

2. Presentation

3. Discussion

1. Preparation

- a) Equipping the students for a quick grasp of the main outline of the poem.
- b) Familiarising (not through explanation) them with the most important words and expressions.
- c) Ensuring that the ideas involved in the poem are not beyond his reach.

These can be done by eliciting responses through simple questions as follows: (The books remain closed).

Teacher : How many of you have seen the sea? /
How many of you have been to the beach?
(A few students raise their hands)

Teacher : Not even in films / TV?

Class : Yes! Yes!

- Teacher** : Good, now tell me, what you have seen on the seashore.
Answer one by one.
- Student 1** : boats
- Student 2** : huts
- Student 3** : shells
- Student 4** : fishman.
- Teacher** : Yes, fisherman. Or you can also call them fishers.
(A few students murmur 'fishers')
Good! say that!
- Class** : Fishers.
- Teacher** : Good! The fishers! What do they do?
- Student 5** : Catch fish.
- Teacher** : Good! When do they set out to catch fish? (Show gestures)
- Class** : (Silent)
- Teacher** : In the night?
- Student 6** : No. early in the morning,
- Teacher** : Yes! You're right.
I'm going to recite a poem on fishermen. They are also called.....
- Student 7** : Fishers!
- Teacher** : Good: Can you tell me what is the east coast of India called? – (point to the coast on the map on the wall).
This part
- Class** : (Silent)
- Teacher** : I'll give you a clue. There is a train from Chennai to Calcutta.
It's named after the coast.
- Student 8** : Coromandel Express?
- Teacher** : Exactly! the east coast is called the Coromandel coast.

Our poem is on the Coromandel fishers. I'm going to recite it. You are not going to open your books. Listen to the poem carefully.

2. Presentation

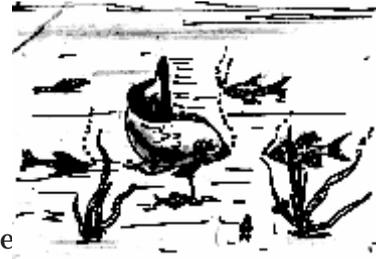
The teacher recites / reads out the poem with the proper pronunciation intonation and facial expression (A second reading / recital can also be done if necessary).

3. Discussion – Books Open

The teacher need not explain every word or every line. She can ask simple questions to ensure whether the pupils have understood the poem. Even if a few students ask the meaning of words like catamarans, leaping wealth, she can show pictures, or pose questions to the class and elicit the answer.

For example:

- Student 1** : What are catamarans?
Teacher : How do fisherman go into the sea?
Class : (Silent)
Teacher : Swimming?
Student 2 : No
Teacher : Then? By ships?
Student 3 : By boats.
Teacher : Some fishermen go by machine
Student 4 : Yes, some by small boats.
Student 5 : Not big.
Teacher : You're right. They go by catamarans. There is a similar word in Tamil.
Student 6 : Kattumaram
Teacher : Excellent!
Student 7 : What's 'leaping wealth'?
Teacher : Can any one answer his question?
Class : **(Silent)**
Teacher : What do fishermen get from the sea?
Class : Fish
Teacher : Yes, that's the wealth they get from the sea. Just as the wealth the former gets from the land. Do fish keep quiet in the sea?
Class : No they move fast, They jump,
Teacher : That's why the poet calls them leaping wealth.



***The significance of such difficult lines as,
“The wind lies asleep in the arms of the dawn.
Like a child that cried all night”***

can be easily understood when the main theme of the poem had been grasped. Even if question persist from the children on these lines teacher can draw out the answer from them through question like this-

- Teacher** : Do you find heavy winds early in the morning on the sea shore.
Student 1 : No, it is calm / silent.
Teacher : What has the wind done all night?
Tell me from the line in the poem.
Student 2 : Like a child cried all night.

Then the teacher can initiate the discussion on the poet.

Further reading

When the whole poem has been presented and discussed this way, it may be read over by the teacher again once or twice (depending on the students' need). As you do so, you may deliberately pause to give the pupils opportunity to read out the next few phrases. At the end the students will be eager to read the poem themselves. This can be done individually or in smaller groups.

As a concluding part of discussion, you may initiate the children

- a) to quote parallel incidents / recite poems in their mother tongue with parallel themes.
- b) to draw pictures or paint some beautiful scenes that appeal to their mind.
- c) to enact the poem.
- d) to pick out the rhyming words in the poem.

3. Conclusion

The process of teaching a poem can be summed up in three main stages:

- a) **Preparation** : Equipping the students for a quick grasp of the main theme.
- b) Presentation and reading including a great deal of re-reading; elicitation arousing interest and calling for intense concentration on the word - pictures (imagery) in the poem.
- c) Discussion should lead the pupils on to a thorough knowledge of the text of the poem and the ideas it embodies.

Summing up

1. The objective of teaching poetry is to help pupils enjoy and appreciate it.
2. We would present poems orally; it is better if the teacher recites them from memory.
3. Poetry appeals to the ears more than the eyes.
4. Poetry is meant to be read aloud as otherwise the effect of rhyme and rhythm will be lost.
5. Rhymes and songs help fluency.
6. The teacher's role is to introduce the poem / poet to the pupils.
7. Elucidation by questioning brings the poem / poet nearer to the pupils than hours of explanation and interpretation.
8. Poems in the mother tongue on parallel themes can be recited to create a taste for the new medium.
9. Art work - drawing painting / dramatisation at the end gives scope for students to express and their "feeling" of the poem.

Task : 3 Write out the 3 stages in the classroom process for teaching the poem. The little plant here is the poem:

The Little Plant

In the heart of a seed,
Buried deep so deep,
A dear little plant
Lay fast asleep.
 "Wake", said the sunshine,
 "And creep to the light",
 "Wake", said the voice
 Of the raindrops bright.
The little plant heard
And it rose to see
What the wonderful
Outside world might be.

Task : 4

Read out the poem to your classmates and do the task given below.

DAY BREAK

A wind came up out of the sea,
And said, "O mists, make room for me",
It hailed the ships and cried, "Sail on,
Ye mariners, the night is gone",
And hurried landward far away,
Crying, "Awake, it is the day".
It said unto the forest, "shout!"
Hang all your leafy banners out!",
It touched the wood-bird's folded wing,
And said, "O bird, awake and sing".
An O'er the farms, "O, Chanticlear,
Your clarion blow; the day is near",
It whispered to the field of corn,
"Bow down, and hail the coming morn",
It shouted through the bellfry - tower,
"Awake, o Bell! proclaim the hour".
It crossed the church yard with a sigh,
and said," Not yet! in quiet lie".

- H.W. Longfellow

Note:

If you come across any difficult word in the poem try to discuss it with your friend and get the meaning with the help of the context.

<i>What the wind did.</i>	<i>More about what the wind did</i>	<i>What the wind said</i>
<i>The wind came up hailed</i>	<i>Came up out of the sea</i>	<i>“O, mists, make room for me”</i>

Exploration :

Did the tasks help you get the feeling of the poet?

Were you able to live in the poems?

Draw / Dramatise the scene in the poem.

You may encounter a few problems in classroom. As already discussed, the aim of teaching a rhyme / poem is to help children enjoy and appreciate it. So never explain line by line.

The major problems that may arise in the lower classes is the pronunciation. Especially the unfamiliar (non-Tamil) sounds like ‘sh’ and ‘f’ & ‘z’.

You may come across children having difficulty in pronouncing words with sounds that are not in their mother tongue.

‘Sh’

Words having ‘sh’ can be introduced with the support of pictures or real objects

First by giving clues orally with gestures. The children can answer in chorus.

Something the boys and girls wear sh _____.

Something to wash our hair with sh _____.

Something we wear on our feet sh _____.

An animal that lives in water _____ sh.

(some of us eat it)

A place where we buy things from sh _____

Ask children to practise saying this:

- I wish for a fish to swish in my dish.
- She sells sea shells on the sea - shore.
- Half a cup of coffee in a proper copper coffee pot.

Then the children can write the words individually.

Here are a few Tongue Twisting Exercises at your - the trainee’s level by Dr. Seus. Dr. Seus has written many books full of Tongue Twisters like (1) ABC . . . (2) Wocket in my Pocket (3) Foot Book (4) Nose Book (5) I can Read with my Eyes Shut (6) Green Egg and Ham (7) Fox in Socks

Task 5

Design some interesting activities for familiarising the sounds ‘f’ & ‘z’.

Try saying them repeatedly :

1. **“Skipper Zipp’s shop”**
If you like to eat potato chips.
And chew pork chops
I suggest that you chew
a few chips and a chop
at Skipper Zipp’s chip – chop shop
And if your tongue is getting queasy
don’t give up.
The next one is easy
2. **Do you like fresh fish?**
It’s just fine at Finney’s Diner
Finney also has some fresher fish
that’s fresher and much finer
But his best fish is his fried fish.
and Finney says with pride,
“The finest fish at Finney’s
is my freshest fish, French Fried!”
So.....
don’t order the fresh
or the fresher fish
At Finney’s,
If you’re wise, you’ll say,
“Fetch me the finest
French fried freshest
Fish that Finney fries!”
3. **Ape Cakes Grape Cakes**
As he gobbled the cakes on his plate,
the greedy ape said as he ate
“The greener green grapes are,
the keener keen apes are
to gobble green grape cakes,
They’re Great!”
4. **West Beast East Beast**
Upon an island hard to reach

*Are you having trouble
in saying this stuff?
It’s really quite easy for me
I just look in my mirror
and see what I say,
and then I just say what I see.*

**the East Beast sits up on his beach
 Upon the west beach sits the West Beast.
 Each beach beast thinks he's the best beast
 Which beast is the best?----Well, I thought at first
 that the East was the best and the West was the worst.
 Then I looked again from the west to the east.
 and I liked the beast on the east beach least.**

Task 6

Writing Acrostics :

An acrostic is a poem written where the first letter of each line put together spells a word. The poem also tells something about the word thus made out. Here is an example :

*In the grass or underground
 Now and then they fly around
 Slugs and worms and butterflies.
 Each has its own shape and size.
 Caterpillar, gnats, a bee
 Take them all away from me!*

As a teacher (or a poet), write your own acrostic poem for the two words below. Then write a third one for a word you select.

You can make your poems rhyme or not rhyme like a free verse.

1. *S*
 H
 O
 E
 S
 --

2. *P*
 H
 O
 N
 E
 --

3.

Children’s play-rhymes are a rare source of highly creative and energetic forms of language. And they are extremely useful means of developing certain basic language skills.

Here are two examples of traditional children’s rhymes.

1. “I am a gold lock”.

“I am a gold key”.
“I am a silver lock”.
“I am a silver key”.
“I am a brass lock”.
“I am a brass key”.
“I am a Don lock”.
“I am a donkey”.
“I am a Monk lock”.
“I am a mon(k)key”.



2. No school today, half holiday

We’ll all run away
Where will we run to?
Down the slippy lane.
Who will run after us?
The teacher with the cane.

Task 7

See here how you can write rhymes of four lines using the rhyming words

a) ‘free’, ‘tree’, ‘sea’ and ‘be’.

*Learn from the bird how to be free;
Sheltering others learn from the
tree;
Learn to be deep like the wide
sea;
Noblest children you all shall be.*

b) ‘wear’, ‘share’, ‘care’, ‘anywhere’

*Clean clothes we shall wear
Crowded classroom we shall share
Teacher shows us all the care
We shall be happy anywhere*

c) ‘dear’, ‘near’, ‘here’, ‘fear’

*Cats and dogs are animals dear
Cocks and crows are birds so near
Cows and goats are useful here
Bats and mice are small to fear*

d) ‘bake’, ‘cake’, ‘make’, ‘take’

*Little children, shall we bake
A sweet, nice, fruit cake ?
I’ll tell you how to make
Small bits each shall take.*

Now you try to write a short rhyme with the rhyming words – Alternate lines can also have rhyming words. Select your sets of words and write simple rhymes.

Task 8

Language Skills through poems

a. Written :

Read this poem

Dreams – by Langston Hughes

Hold fast to dreams

For if dreams die

Life is a broken winged bird

That cannot fly.

Hold fast to dreams

For when dreams go

Life is a barren field

Frozen with snow

Write a paragraph about some of the dreams you have for the future. Choose one of those dreams that you think just might come true, and explain what things you might do to make this happen.

b. Spoken

Read your paragraph about your dreams several times to yourself. Then make a list of the most important ideas from your paragraph - those that you would like to share with the class. Practise your talks with one of your classmates until you can explain your ideas in the order you listed them without looking at your paper.

Task 9

Read the quote below

"I like the dreams of the future better than the history of the past."

Thomas Jefferson.

Expand this giving your reasons in favour of the quotation.

Task 10

Read this poem by Robby Grove

Caught in between

*"You are not a child anymore";
"You are not an adult"
What am I?
I've asked this many times
I look like a child, yet
I feel so different inside,
So many mixed up feelings.
I guess this is part of growing up.
It's so embarrassing I want to hide
I'm a teenager now you see,
And it's very difficult to be.
Some times I just want to be
A kid playing outside.*



Write an autobiographical poem about how you feel about growing up!
Share your hopes, your dreams, your plans for the future.

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2. *Principles and Methods of Language Teaching, Central Institute of English, Hyderabad, 1989.*
3. *Progress in Teaching English – Central Institute of Education, New Delhi, 1980.*
4. *Jane Sahi, 206, Everyday English, Book I – Teacher's Manual, Phaltan, Maharashtra, Pragat Shikshan Sanstha.*

ENGLISH LANGUAGE TEACHING

DTE – I YEAR BLUE PRINT

UNITS	VERY SHORT QUESTIONS			SHORT QUESTIONS			BIG QUESTIONS			TOTAL MARKS
	40 %			40%			20%			
	K	U	A/S	K	U	A/S	K	U	A/S	
	10 %	20 %	10 %	10 %	10 %	20 %		10%	10%	100 %
PRACTICAL LANGSKILLS										
GRAMMAR										
I	2(4)	4(8)	1(2)	1 (5)	2 (10)	1(5)			*1(10)	17
II	2(4)	1(2)	1(2)							23
III	1 (2)	3(6)			* 1(5)	2(10)				6
IV				1 (5)						12
V		1(2)			*1(5)	1(5)			*1(10)	8
VI			* 1 (5)							5
VII		1(2)						1 (10)	1(10)	7
TOTAL MARKS	10	20	10	10	10	20		10	10	100

* CHOICE QUESTIONS

$$\begin{aligned}
 K &= 20\% & \text{VERY SHORT QUESTIONS} &= 20 \times 2 &= 40 \\
 U &= 40\% & \text{SHORT QUESTIONS} &= 8 \times 5 &= 40 \quad \text{--> CHOICE 8 OUT OF 11 QUESTIONS} \\
 A/S &= 40\% & \text{BIG QUESTIONS} &= 2 \times 10 &= 20 \quad \text{--> EITHER / OR}
 \end{aligned}$$

100%

100

ENGLISH LANGUAGE TEACHING

DTE – I YEAR

BLUE PRINT

UNITS	VERY SHORT QUESTIONS			SHORT QUESTIONS			BIG QUESTIONS			TOTAL MARKS
	40 %			40 %			20 %			
	K	U	A/S	K	U	A/S	K	U	A/S	100 %
	10 %	10 %	20 %	10 %	10 %	20 %		10 %	10 %	
PRACTICAL LANG-SKILLS			1(2)		1(5)	2(10)				17
GRAMMAR	1(2)	2(4)	6(12)	1(5)					*1(10)	23
UNITS I TO VII	4(8)	3(6)	3(6)	1(5)	1(5)	2(10)		1(10)	1(10)	60
				*1(5)	*1(5)	*1(5)	*1(10)			
TOTAL MARKS	10	10	20	10	10	20	10	10	10	100

* CHOICE QUESTIONS

K = 20 % VERY SHORT QUESTIONS = 20 X 2 = 40

U = 30 % SHORT QUESTIONS = 8 X 5 = 40 CHOICE - 8 OUT OF 11

A/S = 50 % BIG QUESTIONS = 2 X 10 = 20 EITHER / OR

100 % 100

ENGLISH LANGUAGE TEACHING

DTE – I YEAR

Time Allowed : 3 Hours

Maximum Marks : 100

Note : Answer all the questions neatly and legibly

I. Answer all the Questions

20x2=40

1. Write the telegraphic message for the following.

You send your mother by TN express train to New Delhi and ask your younger brother to receive her there on 18th morning at 6.30 a.m.

2. Pick out the Nouns and classify them.

- i. Gopu joined his team yesterday.
- ii. The books are on the table.

3. Explain transitive and intransitive verbs with examples.

4. Pick out the adjectives and mention their kind.

Chennai is a big city.

Whose book is this?

5. Write the Negative and Interrogative forms of the following sentence.

She speaks Hindi.

6. Identify the pattern of the following sentences.

She gave me a book.

Raja is a doctor.

7. Fill in the blanks with appropriate articles.

There was accident near post office yesterday
lorry hit a car and several persons in car were injured.

8. Write any two contexts for the use of simple present tense.

9. Baskar is one of the tallest boys in the class. (Rewrite in the comparative and positive degrees).

10. Sita says "I am ill today" (Rewrite in the Reported Speech).

11. Mention the psychological factors that affect the Spoken English.

12. What are the main uses of English.

13. What are the objectives of Teaching English at Primary Level?

14. Write simple instructions (any four) you would give before beginning your class.

15. English is unphonetic. How?

16. Mention the affricate sounds with one example each.

17. Write the minimal pair for the sound (i ə) and (e ə)

18. Transcribe the following in phonetic script.

- i. skirt.
- ii. walk.

19. Attach affixes to the following words.

- Connect
- Necessary
- Suit
- Want

20. Write the importance of teaching rhymes.

II. Answer any eight of the following questions.

(8x5=40)

21. Write a paragraph using this topic sentence.

Uses and Abuses of Television.

22. Read the score board carefully and answer the questions that follow :

Batsman	Runs Scored	Balls Faced
Sehwag	48	22
Tendulkar	60	62
Kaif	22	40
Dravid	82	90
Irfan Pathan	12	15

1. How many runs have been scored totally by these five players?
2. Who has scored the highest number of runs?
3. Name the two opening batsman.
4. The one who had scored the fastest is
5. Which player has faced the least number of balls?

23. You received a letter from your friend enquiring about the places of visit in your town.

Write a suitable reply to him.

24. What are the uses of indefinite articles? Give examples.

25. Continue and complete the following dialogue by writing 5 sentences.

- Patient : Good evening Doctor.
Doctor : Good Evening. What's your problem?
Patient :1.....
Doctor :2.....
Patient :3.....
Doctor :4.....
Patient :5.....

26. Write a story in about ten sentences based on the following proverb.

Prevention is better than cure. (or) Truth alone triumphs.

27. i) Stress the following words

- a)Unit b) Interest c) Unknown d)Qualification.

ii) Intonate the following sentences :-

- a) Will you be here next week?
- b) Where do you come from?
- c) I was here yesterday?

28. What are the salient features of direct method?

29. Fill in the blanks with suitable words.

The motorist was _____ wounded. Some one gave him _____. He was _____ to the _____. The doctor _____ him and _____ him some medicine. He was also _____ to take rest for _____ days. He was _____ from the hospital after he became _____.

30. How will you introduce the following vocabulary items to the classroom?

- i. beautiful
- ii. famous.

31. What are the Do's and Don'ts in dealing with a Supplementary Reader ?

III. Answer the following questions within a range of 500 words each

2x10=20

32. Write a lesson plan to teach nouns.

(or)

Write a lesson plan to teach a poem from the textbook of Std. V.

33. What are the features of Activity Based Learning method?

(or)

What are the general steps you would follow in teaching a prose lesson?

* * * * *

ENGLISH LANGUAGE TEACHING

DTE – I YEAR

Time allowed: 3 Hours

Maximum Marks:100

Note : Answer all the questions neatly and legibly

I. Answer all the questions :

20 x 2 = 40

1. Prepare SMS message for the following contexts.

- a. For birthdays
- b. For festivals

2. Write the collective noun for the following.

- a. Players
- b. Grapes

3. Choose verbs from the box which have the same meanings given below

Export, Steal, Discuss, Apologise

- a. Take somebody else's property secretly, unlawfully.
- b. Show regret for doing wrong.
- c. Send goods to another country.
- d. Argue about a subject.

4. Rewrite the sentences using the opposite adjectives.

- a. He bought a new car.
- b. She likes cold weather.

5. Frame sentences for the following adverbs.

- a. Politely
- b. Neatly

6. Give an example for the following patterns.

- a. SVOA
- b. SVIODO

7. Fill in the blanks with suitable prepositions.

She got up ___ the morning. She cleaned her teeth ___ a toothbrush and had a bath ___ hot water. She studied her lessons _____ two hours.

8. Rewrite the sentences using modals.

- a. Vinodhini has got the ability to drive a car.
Vinodhini _____ drive a car.
- b. Please permit me to take leave on Monday.
_____ I take leave on Monday.

9. Fill in the blanks with suitable tense forms:

- a. My father always _____ (go) to office on time.
- b. India _____ (become) free in 1947.
- c. I _____ (not complete) my assignment yet.
- d. At present she _____ (watch) TV.

10. Rewrite in Direct speech.

I told my sister that I was in a hurry then.

11. Write down the social factors promoting English in Schools.
12. Mention the importance of motivation with respect to Spoken English.
13. Specify any four elements of a good story.
14. Prepare a vote of thanks for the annual day celebration of a school.
15. English is unphonetic. Tamil is phonetic. Compare and contrast.
16. Is listening a receptive or productive skill? What are the three basic stages of listening?
17. Give any two of the nasal sounds with one example each.
18. Transcribe the following in phonetic script.
a. Dull b. Apple
19. Design a game to teach spelling at primary level.
20. Write a short rhyme on any theme of your choice.

II. Answer any eight of the following questions:

8 x 5= 40

21. Read the following outline connected with your visit to a tourist spot. Develop it into a cohesive text.

Outline
Function,
Date, time and place of visit
Your companions
Weather condition
Beauty of the location.
Your feelings.
Departure.

22. Write a letter inviting a prominent citizen to address your school on Republic Day.

23. Read the passage and make Notes.

In our world a rich man buys almost everything, he can own an aeroplane, a luxury yacht and a number of beautiful cars. But there is one thing that he cannot buy – good health. Good health is man's precious possession.

A healthy mind in a healthy body is what makes life worth living. And the two things, good health and a sound mind, always go together. Without a healthy body man may neither think great thoughts nor perform great acts.

For good health good food is very essential and this need not always be non-vegetarian food. Vegetarians are often as healthy as meat eaters. Besides good food, our bodies require several other things to stay healthy and to become strong. They require fresh air and clean water. They also require a lot of exercise. Equally important is sleep and rest to which we must give sufficient time every day.

Doctors tell us that some things work against good health. Smoking is one of these. A smoker contracts more diseases and does so oftener than a non-smoker. Another bad thing is eating too much. A very thin person may not be a healthy person but a very fat man never is. That is why doctor advises fat people to eat less and to give up fatty foods. A third thing that goes against good health is irregular habits, such as eating at odd or wrong hours, going to bed very late, and not doing one's work at regular hours.

Young people must do everything to build healthy bodies and to maintain them. This will help them live happier lives and protect them from some of the ills of old age.

24. How nouns are classified?. Explain with examples.
25. What is classroom English? Give examples.
26. Imagine that you are the correspondent of a school and you are interviewing a teacher for appointment. Write the questions and the person's answers. (Minimum five exchanges)
27. i) Stress the following words:
 - a. atlas
 - b. begin
 - c. tomato
 - d. activityii) Intonate the following sentences:-
 - a. Ramu is a good boy.
 - b. Did you go to school yesterday?
 - c. How beautiful the flower is!
28. Write down the distinction between Language acquisition and Learning.
29. What are the techniques to introduce words?
30. Design five activities using a wall dictionary suitable to the level of your students.
31. What are the aims of teaching prose?

III. Answer the following questions within a range of 500 words each:

2 x 10 = 20

32. Design some tasks to teach adjectives at primary level.

(or)

Choose a rhyme from the textbook of std. I and explain the procedure you would follow to teach same.

33. **What are the features of Active Learning Methodology?**

(or)

Choose a prose lesson from the textbook of primary classes.

- a. Write down the different ways of evaluating the students.
- b. List down the assignments that you can give after teaching the lesson.