

ENGLISH LANGUAGE LEARNING AT ELEMENTARY LEVEL

(Diploma in Elementary Education)

(SECOND YEAR)



Board of Secondary Education, Odisha

PC - 2

ENGLISH LANGUAGE LEARNING AT ELEMENTARY LEVEL

(Second Year)

**(Text Book Prescribed for students of Regular and Distance Education
Programme for Diploma in Elementary Education)**



**Published by :
Board of Secondary Education,
Odisha, Cuttack**

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PREFACE

English is the unrivalled language of the world culture, communication, civilization, diplomacy, travels and what not. It is easy to learn as it is highly flexible.

If we give up English under sentimental urges, we will cut ourselves off from the living stream of ever growing knowledge. English alone can open doors to much of the knowledge available to the modern man as well as in the prized occupations and vocations in the modern society.

Extensive researches have been made on methodology and strategies to teach English as a second language in non-English spoken countries. This book reflects those ideas and skills to make teaching-learning of English easy and joyful for the learners. Accordingly ample activities have been inbuilt in the book to enable the teachers how to activate and involve the learners in the context of teaching-learning English as well as prepare further activities to cater to the needs of the learners. The teachers of English language will find it handy and useful while transacting the text-book in classrooms.

The writers of this book shall feel rewarded if this book comes into use for the teachers to better the learning outcomes in English language at the elementary level. The Board of writers expresses a deep sense of gratitude to Sri Baidyanath Rout (English Expert) who has given a final shape for preparing this book.

Suggestions for further improvement of the book shall be highly appreciated.

Writers

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Unit – 1

Prose-Text : Content Analysis

- 1.1 Introduction
 - 1.2 Objectives
 - 1.3 Prose Text – Its importance
 - 1.4 Objectives of teaching-learning prose lesson
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1.1 Introduction

Teaching –learning of English language is a challenge for the teachers. At the primary level, this is more challenging as the learners come from the diverse background and introduction of English as a foreign language at this stage, creates a number of problems for them. The sounds, structures, vocabulary and usage of English language are unknown to them. They often confuse sounds, structures and usage of English language with their respective mothertongues. Hence the teachers have to be much careful while handling the learners and the text-books.

Keeping in view the prevailing context, the text-books in English language have been carefully prepared for the primary level learners with sufficient learning activities and exercises. The topics in the text-books have also been selected appropriately containing interesting materials which would automatically motivate the learners. The transaction of the text-books is important as the intended learning outcomes such as acquisition of the language skills, vocabulary, structures and usage depend upon the quality of transaction. In classroom transaction, the learners have to play a more active role by participating in language activities as one can learn a language by practically using the same. The shift from teacher and teaching-centered approach to learner and learning-centered approach makes the task more challenging for the teachers. They have to meticulously understand the organization of the texts in the text-books, identify the learning components, decide the learning outcomes and design the learning activities for the learners in order to realize the aims of teaching-learning English. Hence, as a teacher of English language you have to go

into the text-books, analyse the texts to find out the contents therein and design learning activities. This would ultimately help you to develop a lesson plan for each class / period so that you would do justice to your profession.

1.2. Objectives :

As such content analysis of the texts in the text-books of English language is the first job for you. After completion of this unit you will be able to –

- make a content analysis of the texts.
- identify the language items intended for learning.
- design learning activities for transaction.
- use the content analysis for developing a lesson plan.

1.3. Prose text- its importance :

Prose, poetry, grammar and composition are the main aspects of teaching-learning a language. Of all these, prose provides the primary exposure to the sounds, pronunciation, vocabulary, structure and usage of a language. Moreover, appropriate transaction of prose lessons develops the language skills. The first two skills of listening and speaking are more important as the learners get sufficient scope for exposure and practice. The skill of reading is still important because it contains the skills of listening and speaking in it. Exposure to sounds, pronunciation, vocabulary, structure and usage in prose texts enables the learners to speak and write language. Thus prose lesson is the stepping stone to learn a language. As a teacher of English language, you should be very clear about the purpose of teaching learning prose lessons. Accordingly you should analyse the prose – texts keeping in view all the aforesaid aspects. Before content analysis of some prose lessons of the prescribed English text- books for primary level, let's know the benefits of the prose lessons.

Self check exercise – 1

- a) What are the language skills ?
- b) Which language skill is considered most important ?
- c) Why is the skill of reading known as a multi-lingual skill ?
- d) Which skill comes at the end in the hierarchy of the language skills?

1.4 Objectives of teaching – learning a prose lesson :

As said before, prose text is primarily a language lesson. Look at a prose text. You would mark the text contains either a story element or some information. The text may be in the form of description or dialogue. When you go through the text, you would find in it a message (theme) useful for life. In the text, there are different types of sentences, vocabulary items, usage and each text is followed by an exhaustive exercise.

Now think over, what do the learners learn from prose ? Once you are certain regarding what they learn from prose texts, you can easily decide what should be your focus as a

teacher of English language. Then you can spell out the objectives of teaching – learning a prose text.

Activity – 1 :

Given below is an exercise for you. Some suggestions /clues have been given.
Complete the exercise.

The following are the objectives of teaching-learning the prose texts :

- Development of language skills such as listening, speaking, reading and writing.
- Enriching the learners' stock of vocabulary.
- Mastery of sentence patterns
-
-
- Developing various types of reading such as
.....
- Understanding the use of rules / Grammar

After the exercise, you must have realized that the prose lessons create a huge scope for the learners to acquaint themselves with vocabulary, structure of sentence, usage, functional grammar of the target language (English). Also the four language skills are practised maximum in a prose lesson. The learners develop the skills of reception, comprehension, expression, interaction and in a word they develop correct and appropriate communication skills in English language. But it depends upon the teacher who is expected to understand his / her job fully. She/He must vividly understand the content of the prose text and decide the learning points so that later s/he can work out the transaction strategies for classroom.

Self – check Exercise – 2

- a) What does a prose lesson contain ?
- b) How does the sentence pattern in English differ from that of the Indian languages?
- c) Which language skills are the skills of reception ?
- d) Which language skills are the skills of expression ?

1.5 Content – Analysis of a Text :

(Akbar Meets Birbal) Class VI – My English Book

- You must have experienced that this text has been presented with the following three stages – Stage I (Pre-reading); Stage 2 (While Reading); Stage 3 (After Reading). Each stage contains some activities for the learners which a teacher should initiate and lead. Remember these activities provided in the text are not the final ones or the only activities. You can add more such activities for the learners keeping in view the purposes and objectives of learning English language.

Read the whole text from the beginning to the end including the exercises before you go for the content analysis. Make content analysis in your note book (Teacher's note book) so that it serves as a guide for you in planning and transacting a lesson.

Format of Content Analysis

Name of the text	Number of sense group paragraphs	Main ideas / information	Vocabulary and expressions	Structures / Patterns	Functional grammar
Akbar Meets Birbal	03 SGP-1 –First four paragraphs	-Akbar's Character -His love for scholars - Famous nine gems - Birbal as the famous gem	wise, scholar, gem, sense of humour	complex sentence / clause pattern	humour – humorous , use of although, wise+ly, scholar+ly
	SGP-2 paragraphs 5,6,7,8	. Akbar's love for hunting . lost way in jungle . met a young man . sought help to know the road to Agra	stare, to hold one's breath, call out, get back, laugh at,	Direct and Indirect speech. Dialouge	Direct to Indirect, Indirect to Direct, verb + preposition
	SGP-3 paragraphs 9-14	. Mahesh Das (Birbal) replied fearlessly. . Akbar was angry. . Akbar was pleased with his courage and presence of mind. . He asked Mahesh Das to come to Agra. . Mahesh Das is Birbal.	dare, temper, fearless, let one in	Direct and Indirect Speech. Questions.	Contracted form- can't, haven't, what's, fear + less

Now with this content analysis, refer to the text once again. Recollect the objectives of teaching prose text which you worked out in **Activity I**. May be the way you worked out the objectives, now you would like to revise them in the light of understanding after the content analysis.

How is this content analysis helpful for you in transaction of this text in classroom ? Would this content analysis help you in preparing for the class ? Think over the issues and do the activity given below.

Activity – II :

How does content analysis help a teacher ? Some clues are given . Complete the exercise. Content analysis shall help in –

Dividing the whole text into sense group paras.

Developing a lesson plan for transaction of each SGP.

Activity – III :

You have clear understanding of content analysis which is very much essential for a teacher of English language. Now you make content analysis of the following texts – (Class VI –

The Kind Tree/ Our National Celebrations and Festivals, Computers, A Brave Indian in Space of class VII and Indian Music and Dance and How Much Land Does a Man Need ? of class VIII)

1.6 Formulation of learning / instructional objectives :

You have done an exercise in Activity relating to the objectives of teaching learning prose- texts. Those objectives are very much broadbased and general in nature. But after content analysis, you have divided the whole text into SGPs and you know how many periods are required to complete the text. For each period you are supposed to develop a lesson plan. Each lesson plan is guided by a set of structured learning / instructional objectives developed on the basis of the identified contents in each SGP.

- Now let's take up the task of formulating the learning / instructional objectives of the first SGP of the text 'Akbar Meets Birbal' The first set of objectives are general (as done in Activity 1) which holds good for any prose lesson. The second set of objectives are specific, based on the SGP which can be realized within a given period of time (40/45mnts.)

General Objectives :

The learners

- i) develop the fourfold language skills.
- ii) enrich their stock of vocabulary.
- iii) make various usage of language.

Specific objectives :

The learners –

- i) read and comprehend the text.
- ii) describe the character of Akbar and his nine gems.
- iii) explain why Akbar loved the wise men and their company.
- iv) use words such as, wise, scholar, gem, honour, advice in framing sentences to bring out their meanings.
- v) derive the different forms of words in the text such as humour-humorous, wise-er-est, respect+able, scholar+ly.
- vi) read the text aloud with correct pronunciation, stress, pause and intonation to enjoy it.

When you have formulated the specific objectives, you are now on the way to develop a detailed lesson plan with the activities for pre-reading, while-reading and post -reading stages. These objectives are the guidelines for you all along the process of planning the details in the lesson plan. A successful and effective teacher has a clear vision of his / her classroom process. You have to develop lesson plans in unit 10.

Self Check Exercise – III

- Whether the instructional objectives have been stated from the teacher's point of view or the learners' point of view?
- What are the components of a good speech?
- Differentiate between general objectives and specific objectives.
- What are the stages of reading?

Activity – IV :

Now as you have understood how to formulate the instructional objectives of an SGP, take up the activity of working out learning / instructional objectives of the second and third SGP of Akbar Meets Birbal and one SGP of each prose text of class VII and VIII English text – books as mentioned in your syllabus.

1.7 Activities for transaction :

After content analysis and working out instructional objectives you should visualize a framework of lesson plan with some possible activities for transaction of the prose text in various stages.

Stages in the lesson plan	Type of activities	Skills to be focussed
Pre-reading	. Planning some activities for the learners to introduce the topic (story, language game, picture, questions on previous knowledge) for motivating the learners. (Reading aloud by the teacher if required.)	Listening, speaking and interaction among the learners. Listening / exposure to punctuation and other speech components.
While – reading	Silent reading by the learners (with questions posed for meaningful reading)	. Reading for comprehension . Intensive reading . Guessing the meanings of the words / expressions . Interacting in group.
Post – reading	. Asking questions for helping comprehension (local / factual / global / inferential / critical awareness) . Language work – vocabulary / sentence formation / functional grammar Reading aloud by the learners (if required) . Application questions for evaluation of learning objectives.	. Scanning and skimming . listening, speaking and reading (exposure and practice) Writing competency . Reading practice . Application in new situations

Such an exercise for working out transaction related activities shall help you to realise what objectives are to be focussed and at what stage. Remember, before you enter the class, you must be fully prepared with a realistic plan for transaction of a lesson.

Activity V :

You have made content analysis of the texts, formulated instructional objectives for SGP and have understood that in order to realize the objective, you have to undertake a lot of teaching.

learning activities at every stage (pre/while/post-reading) in the lesson plans. The revised text books are activity based. You have to innovate more activities in addition to what is given in the text-book,. You work out teaching – learning activities for the prescribed texts with more focus on the learners.

1.8 Let's sum up :

Prose texts play an important role in learning a language. In teaching-learning of English language prose, poetry, grammar and composition are the main components. Of all these, *prose* prepares the foundation for the others. It is through prose one learns *sounds, words, structure, usage, spelling* and develops all the four language skills. Thus, a prose lesson has enough potential source for helping a learner to master the essential components of a language. This makes it obligatory for every teacher of English language to make a thorough content analysis of the prose texts. A good content analysis shall help in formulating appropriate learning / instructional objectives, working out activities for transaction of the lesson and finally for developing a lesson plan. All these help a teacher to develop a clear vision for his/her English class and make him / her confident in dealing with the subject.

1.9. Answers to self check exercises :

Self Check exercise – I

- a) Listening, speaking, reading and writing.
- b) The skill of reading
- c) Because the skill of reading contains the skills of listening, speaking and writing
- d) The skill of writing.

Self check – Exercise – II

- a) Prose lesson contains message, vocabulary, structure / pattern, usage.
- b) Sentence pattern in the Indian languages is SOV and in English SVO
- c) The skills of listening and reading.
- d) The skills of speaking and writing.

Self Check Exercise – III

- a) From the learners' point of view.
- b) Pronunciation, stress, intonation, pause and clarity
- c) General objectives refer to prose texts and specific objectives are in relation to a specific SGP.
- d) Pre-reading, while – reading, post reading

1.10 Unit-end exercise :

- i) What is the shift in the classroom-transaction process referred to ?
- ii) What are the two primary conditions to learn a language ?
- iii) Why is prose-text termed as a language lesson ?
- iv) Where are the scopes for the teacher of English language in a lesson plan to provide standard spoken English ?
- v) Which set of objective is the immediate concern ?
- vi) At which stage of a prose lesson, you can focus on the writing skill ?
- vii) In what form grammar is incorporated in a prose text ?
- viii) When should a teacher design activities for a lesson ?
- ix) How in the content analysis useful for a teacher of English language ?
- x) Why should the learners be the users of English language in class room ?

1.11. Answers to unit-end exercise :

- i) From teacher / teaching centred to learner / learning centred.
- ii) Exposure and practice
- iii) As prose lesson provides scope for learning vocabulary, pattern of language, usage, spelling and language skills.
- iv) Reading aloud by teacher, during discussion of comprehension questions, and language work.
- v) Specific objectives
- vi) After – reading exercise
- vii) Functional form
- viii) After content analysis and formulation of objectives
- ix) To determine learning point, formulating learning objectives and developing a lesson plan.
- x) It is through use one can learn a language. Use of language creates scope for practice.

1.12 Reference for further reading :

G. Davidson : New Methods of Teaching English, IVY Publishing House, New Delhi
V. Saraswathi – English Language Teaching, Orient Black Swan.
Nagraj, Geeta – English Language Teaching.

Unit - 2

Content Analysis and Designing Activities for Poetry Lessons

2.0 Introduction

2.1 Objectives

2.2. Content analysis and its need

2.3 Content analysis of the poem "SWING"

 2.3.1 Analysis of the activities on the poem "SWING"

2.4. Content analysis of the Poem "The WIND"

 Self Check Exercise - 1

2.5 Taxonomy of Instructional Objectives

 2.5.1 Instructional Objectives : Specifications for Languages

 2.5.2. Learning objectives of the poem "The Swing"

 2.5.3 Learning objectives of the poem "The Wind"

 Self Check Exercise - 2

2.6. Designing Activities (The Swing)

2.7 Discussion on the poem "The Wind"

2.8. Discussion on the poem "The Miller of the Dee"

2.9. Designing Activities on the poem (The Wind)

 Self Check Exercises - 3

2.10 Let us Sum up

2.11 Answers to self-check exercises

2.12 Unit -End Exercises

2.13 Reference for further reading

2.0 Introduction

As teachers you have more or less experience about the characteristics of a text. Learning a language means using it for a variety of purposes. Language is best understood when it is presented in a context. Words, phrases and expressions are used to accomplish many useful purposes that follow a certain system inherent in the language itself. Learners become familiar with the system through continuous exposure to the language of the text. In Unit- I you have gained some experiences with regard to content organization of the prose lessons and their analysis. You have also learnt how to design learning activities. In this unit, you would acquaint yourself with the techniques of content analysis and designing learning activities for poetry. Before going for the exercise let's know the objectives of this unit.

2.1 Objectives:

- After going through this unit you shall be able to
- analyse the content of the poems of Class-VI, VII and VIII
 - frame learning objectives of the lessons.
 - design activities on poems in relation to skills and sub-skills.
 - examine the activities on poems in terms of skills and sub-skills of language.

2.2 Content Analysis and its need

Let's remember our childhood days when we recited the rhymes like 'Baa Baa Blackship', 'Twinkle Twinkle little star' for the first time and derived immense pleasure from the music of the sounds therein. That is why it has been rightly said by Ryurn that: a poem is not taught, it is caught and enjoyed through ears. We should derive pleasure through adequate appreciation of English poetry. According to Prof. Hudson "Poetry is made out of life, belongs to life and exists for life only". Poetry contains emotion, imagination, rhythm and beauty. One should keep these points in mind so far as teaching poetry is concerned. It is a fact that some of you teach poetry like prose. It makes a poetry class dull and lifeless. In order to make the class appealing one should be conversant with the techniques of teaching poetry. With a small amount of preparation a teacher can lead the students to enjoy the poem. It is mentioned in the National Curriculum Framework (NCF), 2005 "The significance of poetry remains deeply embedded in the Pedagogy of language. The ability to appreciate the flow of poetry becomes a marker for proficiency in language itself". Hence, it is very important to discuss what a poem contains through content analysis. Bernard Bereleson defined content analysis as "a research technique for the objective, systematic and quantitative description of manifest content of communication".

You find two important points viz. objective and description of the quality of the content communicated to us. Content analysis determines the presence of certain words, concepts, theme, phrases or characters. In order to identify all these details you have to read the poem intensively.

So, first you should read the poem two or three times in order to :

- identify and enjoy the sound and music in the poem.
- identify and locate main idea, supporting ideas and the message.
- find out important words, poetic diction and beautiful expressions.
- understand the mood of the poet.
- identify the rhyming words and rhyming pattern used in the poem.
- comprehend and appreciate the poem as a whole.

Unless you go deep into the text it will be difficult for you to explore the above facts. So you have to analyse the content with much care in a systematic way. On the basis of content analysis you have to design the learning activities. You know that language skills and sub-skills are related to activities and vice-versa. They include listening and speaking activities, comprehension activities, vocabulary activities, spelling activities, activities on functional grammar and writing

activities. Once the activities are designed on the basis of the content analysis, you can plan and present the same to the class effectively. Young children learn language mainly by observation, imitation and practice. When children attempt to speak or write in English, they make mistakes due to lack of adequate exposure and practice. When you provide a variety of practical activities and the pupils are involved in the activities individually, in pairs / or groups, it becomes easy for them to acquire the language skills.

2.3 Content analysis of the Poem “SWING”

Let's go through the content analysis of the poem.

Stanzas	Main idea	Supporting Ideas	Vocabulary	Poetic expression	Poetic devices used
1st, 2nd and 3rd	The child enjoys playing on a swing.	Going up in a swing is the most enjoyable moment for a child. He/She sees the blue sky when goes up in a swing. The child sees the things from one side to the other. They are rivers, trees and cattle in a village area. When he/she looks down he/she sees the green, garden, brown roof.	pleasantest wide countryside blue green brown	Up in the air so blue. Ever a child can do.	Rhyming words Swing-thing Blue - do Wall - all Wide - Countryside Green - again Brown-down

2.3.1 Analysis of the activities given in the text on the poem “Swing”

SWING

Activity No.	Type of Activity	Skill Focussed
1	Pre-reading (talking about the topic) Listening to the poem	Listening and speaking Listening
2.	Reading in chorus with stress, rhythm and intonation	Reading aloud
3.	Read silently and answer the question	Comprehension
4.	Use ‘-er’ to make comparison	Usage and functional grammar

2.4 Content analysis of Poem "The wind"

Stanzas	Main idea	Supporting Ideas	Vocabulary	Poetic expression	Any other
1st & 2nd	The wind is present everywhere. We can not see it but feel its presence. Sometimes it is gentle and sometimes it is strong.	It can pass through the gate closed. It does not require a key to open the gate. It can strip the leaves from the Oak tree. It can drive the storm clouds, it can shake the tall towers and sink the ships.	strip storm clouds shake steal through sink rave and riot	scent of a pink I can rave and riot I lie quiet and quiet I am spent	Rhyming words rough -tough tear - bear flat - cat sand-hard

Task for you

Task: Analyse the activities of the poem the WIND using the format given below.

Activity No	Type of activity	Skill focussed
-------------	------------------	----------------

Self-Check Exercise - 1

Q1. Which of the following is not related to content analysis? (Tick the correct one)

- i) Locating the main idea and supporting ideas.
- ii) Identifying important words, poetic diction and expressions.
- iii) Writing the summary of the poem.
- iv) Identifying the rhyming words.

Q2. Content analysis of a poem facilitates teacher's :

- i) understanding of the poem.
- ii) planning process
- iii) writing new poems.
- iv) designing activities .

Q3. Which of the following is a poetic expression?

- i) Pleasantest
- ii) Scent
- iii) Ever a child can do
- iv) Pink

2.5. Taxonomy of Instructional Objectives and framing Learning Objectives on the basis of the content analysis.

Dr. B.S. Bloom has defined educational objectives as "The desired goal or outcomes at which instruction is aimed."

Learning objectives are known in different names like behavioral objectives / performance goal / instructional objectives / terminal objectives. Each of the above phrases implies that on completion of the teaching learning process what behavioral changes are expected from the learners. For example, the teacher is teaching the topic "The Kind Tree" in Class-VI. He/She has framed the objectives in the following manner.

Expected behavioural changes / learning outcomes -

At the end of this unit the learners will be able to :

-read the paragraphs using pause, stress and intonation -identify the keywords viz. splendid, to and fro, cradle, etc.

-guess and tell the meaning of the above words -respond to the skimming question (tell the gist)

-respond to the scanning question (locate specific information)

The learning objectives have the following functions:

1 . They describe what a learner does, performs both during and at the end of the teaching learning process.

2. They describe the behavioural changes in such a way that it can be observed and measured.

'Behavioural changes' mean that what was not expected before the teaching-learning process that could be achieved by the learner on completion of the transaction of the lesson. The learner could respond verbally, express in written form and demonstrate his/her skill practically. So, while framing learning objectives, it must be properly worded using action verbs, like say, tell, write, compare, identify, explain, classify and infer which are observable and measurable. General words like, know, understand, become aware of, conceptualize are to be avoided.

2.5.1 Instructional Objectives: Specifications for Languages

Knowledge

- Reorganizes/recalls/locates speech sounds, stress, intonation patterns and rhythm in Sentences.
- Reorganizes / recalls structural words, content words, sentence patterns, spelling, capital letters and marks of punctuation.
- Recognizes differences between correct and incorrect grammatical forms.

Comprehension

- Displays reasonable speed in silent reading
- Translates the meaning of words, phrases and sentences in context
- Locates key words, phrases and sentences
- Locates important facts and ideas
- Identifies relationship between objects, ideas, events, facts, characters etc.

- Infers the meaning, ideas and message of a passage
- Infers the mood of the author or character
- Interprets ideas, events, traits of character, etc.
- Gets at the central idea of a piece
- Judges events, actions, ideas, feelings and views

Expression

- Uses appropriate words, idioms and structures
- Uses varied sentences .
- Spells correctly
- Uses capital letters and marks of punctuation correctly
- Makes appropriate uses of connectives, such as ‘and’, ‘but’, ‘so’, ‘therefore’, ‘otherwise’, etc.
- Presents only relevant ideas and facts
- Presents his relevant ideas logically
- Avoids unnecessary repetition
- Organizes ideas, pacts, etc into paragraphs
- Introduces a subject develops. it and ends it well
- Gives a suitable title
- Displays imagination in writing
- Follows techniques of different forms and formats of written expression.
- Writes neatly and legibly.

2.5.2 Learning objectives of the poem “The Swing”

After going through the poem the learners will be able to

- recite the poem with stress, intonation and rhythm for enjoyment.
- identify the poetic expressions like ‘Ever a child can do’, ‘up in the air so blue’.
- comprehend the words and phrases like pleasantest, ever, wide, countryside, brown and again used in the poem.
- answer the comprehension questions on poetic appreciation like ‘what according to the poet is the pleasantest thing for the child? Why is it called the pleasantest?’
- identify the rhyming words like swing-thing, blue-do etc.
- rearrange the jumbled lines of the poem in order.
- prepare a project work on the poem “The Swing”.

Task: Write instructional objective of the poem “Why”.

2.5.3 Learning objectives of the poem “WIND” Class-VII

After going through the lesson the learners will be able to

- recite the poem with stress, rhythm and intonation for enjoyment.
- identify the poetic expressions like “steal through the garden not wake the farn”
- comprehend the words strip, storm cloud, shake, steal through, sink, rave and riot, quiet and relate them with the poetic expressions in the poem.

- answer comprehension and appreciation questions Do the flowers sleep at night?
Why does the poet say so ?
 - identify the rhyming words used in the poem and write them in pairs such as key-tree, flowers-trees etc.
 - arrange the jumbled lines of the poem in order
 - Prepare a project on the theme of the poem.
- Task : Write instructional objectives of the poem "My shadow".

Self-check Exercise - 2

Read the following statements and tick against the statements which stand for learning objectives.

1. The student understands the words in the paragraph.
2. The student tells the meaning of the words.
3. The student explains the meaning of the phrase.
4. The student is familiar with the concept.
5. The student explains the concept with examples.
6. The student uses the phrase in sentence.
7. The student knows how to say the dialogue;
8. The student participates in the conversation.

2.6 Designing Activities on the poem "The Swing".

Pre-reading

Activity-1

Pointing to the picture of the swing given in the text the teacher asks the following questions.

What is the name of the picture ?

Have you any experience of sitting in a swing ?

Tell your experiences to the class.

He/She divides the students into four groups and invites answers from each group. He/She listens to the students and says the swing is device which moves to and fro while hanging. Let's know about the experience of a child when it sits in a swing.

While reading

Activity - 2

The teacher recites the poem aloud. She/He say ask the students to listen with the books closed.

Again he reads the poem aloud with stress and intonation.

Teacher reads the poem again and students listen to him/her with books open.

He/She instructs the students to read the poem silently.

He/She asks some questions and instructs the students to listen and answer.

Reading Comprehension (Activity-3)

1. What is the poem about ?
2. Who is the speaker here ?
3. What things can the child see from the swing ?
4. Identify the colours used in the poem.
5. How does a swing move ?
6. What is the pleasantest thing for a child on the swing ?
7. What does the child see when it goes up ?
8. What does the child see when he comes down ?
9. Identify the rhyming words in the poem.

Language Activities (Post reading)

Activity - 4 (Vocabulary)

Pair off the rhyming words from the following in the box given below.

One is done for you.

blue, do

swing, do, wall, down, countryside,

again, all, green, brown, wide

Activity - 5 (Usage and Grammar)

Fill in the blanks adding -er and -est to the words. Complete the same according to example given.

Example -	big	bigger	biggest
	small		
	happy		
	thin		
	fat		
	not		
	cold		

Activity - 6 (Usage and Grammar)

Read the poem and on the basis of your reading fill in the blanks with appropriate preposition given in brackets below.

- i) The child feels happy when he/she goes _____ and comes _____ in a swing.
- ii) The child sees rivers, trees and cattle _____ the country.
- iii) He/She sees the things which he can not see standing _____ the ground.

Activity - 7 (Writing)

Rearrange the lines in order as they are in the poem.

over the countryside !

up in the air and above the wall
Rivers and trees and cattle and all
Till I can see so wide

Activity- 8 (Vocabulary)

Find out the words with their opposites in the box below. One is done for you.

u	d	o	w	n	a	s
p	b	e	l	o	b	i
w	b	o	a	c	o	d
i	g	w	e	y	v	e
d	b	n	o	w	e	k
e	n	a	r	r	o	w

Listening & Speaking

Rani : Do you love to sit in a swing ?

Mama : Yes, I do.

Rani : How do you feel when you are in a swing ?

Mama : Very happy.

Rani : My father will make a swing for me.

Mama : My father has made a swing for me and I enjoy it on holidays.

Activity - 10 (Writing)

Write the things that you would see if you were on the roof of your house.

One is done for you.

1. I would see the green trees in the field.

2.

3.

4.

5.

2.7 Discussion on the poem "The Wind" (Class-VII)

Poetry and Appreciation:

You teach Prose and Poetry to help the learners acquire language. But Prose is taught primarily for language and Poetry for literature. A poetry lesson deals with a message/ moral value, imagination, appreciation and aesthetic sense. Thus a Poetry lesson is different from a Prose lesson. The theme of the Poetry reflects the Poet's thoughts, emotion and beautiful expressions. Moreover there is a silent music in a poem that makes it more memorable and enjoyable. Thus a poetry lesson is basically a lesson of appreciation.

Theme: The poem 'The Wind' gives beautiful descriptions of wind – We cannot see the wind but feel its presence. It shows us that, the wind can be strong and full of force, and at the same time it can also be soft and gentle. It can steal through narrow place, hide silently without any noise. It can enter any closed area, without a key. The poet has artistically written "I can get through a gateway without any key". It can pass softly over flowers in a garden. The lines composed by the poet express poetic beauty. The poet says "steal through the garden, and not wake the flowers". The lines make us think .Do flowers sleep? When and how do they sleep? The wind

like a human being speaks what he can do. So we must appreciate the Poet's thought and emotion. Again the rhyming words like, key-tree, towers- flowers, sink- pink, riot-quiet, give sound effect and music which a reader must appreciate. The phrases like the 'scent of a pink, "rave and riot" 'when I am spent' 'lie quiet as quiet' speak of the poetic diction and beauty. Here are a number of questions and mark the questions:

Factual:

The wind does a lot of things! Make a list of the same.

Which are the actions words used in the poem that show the power of the wind?

The wind is both gentle and strong. How?

Pick out the lines from the poem.

Question for reference:

Who does 'I' refer to?

Who does 'angry' refer to?

Question for Appreciation:

'Like a human being, he moves as he wishes.'

Choose the lines from the poem which personify the wind like a human being.

There are words and phrases that add to the poetic beauty. List out the words from the poem.

'The wind can be both gentle and violent' Do you agree with it? Which lines in the poem speak so '?

The words are beautifully arranged like 'rave and riot'. Identify the other words used in the poem. '

2.8 Discussion of the Poem "The Miller of the Dee" [Class-VIII]

The poem is prescribed for study for class VIII. 'The Miller of the Dee' is written by Charles Mackay, who is popular for his poems "Tubal Cain".

Subject matter: The Miller lived by the river Dee. He laboured hard to earn his living and sang merrily from morning to night. His music was sweeter than that of the lark. He was not jealous of anybody and nobody envied him. King Hal (King Henry-IV) became aware of the fact and met him. He challenged his statements because, in spite of his vast wealth and power, he was unhappy. He wanted to know the secret of the miller's happiness although he was not more than a day labourer. When the king Hal met him, the Miller with a ray of smile on his lips took off his white (mealy) cap and explained that he loved his wife, children and his friends and worked hard to maintain his family. He led a very simple life without any problem. He did not borrow anything from anybody. He was grateful to the river Dee, which has greatly contributed for his simple and happy living. King Hal heard the words of the Miller and left the place. When he left the place, he spoke some important words to the Miller. According to the king, the dirty cap of the Miller was worth the king's crown and the kingdom. The Miller of the Dee was the pride and prestige of England.

Factual Questions:

As it is a story based poem, the following factual questions may be asked.

Where did the Miller live?

Why did the Miller have his mill beside the river Dee?

Which lines of the poem say about the hard working quality of the Miller?

'The king was ready to exchange his crown and position with the Miller'.

What was the secret behind this statement? '

Questions for appreciation:

1. Why did the king address the Miller a good friend?
2. The king was wealthy and powerful but he was not happy like 'The Miller'. Why?
3. The statement of the Miller, "I envy nobody no body envies me" was challenged by the king Hal. Why?
4. The miller says, 'my mealy cap'. What does 'my milly cap' refer to ?

a. colour of the miller's cap	b. the dust has made the cap look white
c. the hard labour of the miller	d. his hard work and honesty

2.9 Designing activities on the poem "The Wind" (Class -VII)

Step-I : Pre-reading activity

Activity - 1

The teacher takes the help of the following riddle to introduce the topic .

We can't see it but feel its presence .

It helps the kite fly.

It helps the aeroplane fly.

What is it?

The teacher receives the answer "The Wind" to the above questions. Then he/she asks to say some words related to the wind. Then he/she writes the topic "The Wind" on the blackboard.

Step-2 (While reading)

Activity-2

The teacher reads the poem aloud and asks the learners to listen with their books closed. Once again he/she asks them to open the text and follow his/her reading in the book. Next he/she asks to read silently on their own.

Read the following Poem "The Wind", and mark how activities are designed according to the learning objectives.

The Wind

I can get through a gate way
without any key.

And strip the leaves from
the great oak tree

I can drive the storm-clouds
and shake the tall towers
or steal through the garden

and not wake the flowers.
Seas I can move and ships
I can sink
I can carry a house top or the
Scent of a pink
When I am angry I can rave
and riot
But when I am spent I lie
quiet as quiet.

Activity-3 : Comprehension activities

Questions:

1. What is the poem about? .
2. Who is the speaker in this poem?
3. What does the wind do to the clouds?
4. What does it do to the tall building?
5. The wind says that "it can steal through garden and not wake the flower". Do you think flowers sleep? When and how do they sleep?
6. Pick out expressions from the poem which describe the movement of the wind. Write them in the correct columns in the table below.

slow, silent movement

quick, noise movement

Step - 3 : (Post reading) Language Activities

Activity-4

Pick out the last words in the first two lines of the poem. Do you notice that they have the same sound? Such words are called rhyming words.

Now pick out the other words that rhyme in the poem and write them as shown.

Towers ~ Flowers

(sink, towers, riot, key, flowers, pink, tree, quiet)

Vocabulary

Activity-5

Match the words in Column 'A' with their meanings in Col-B. One is done for you.

Column-A

steal
strip
storm
shake
towers
riot

Column-B

through tall buildings
tremble
clouds tall buildings
remove
pass through silently
clouds that cause rain

Language Activities : Writing (Activity -6)

Rearrange the following jumbled lines of the poem.

Without any key
 the great oak tree
 I can get through a gateway
 And strip the leaves from
 I can drive the storm clouds
 and not wake the flowers
 or steal through the garden
 and shake the tall towers

Listening & Speaking Activities;

One plays the role of the Wind and another student talks to the Wind.
 The wind - I can pass through a closed gate without opening it. Can you?
 The boy - No, I can't.

The wind : I can enter a close room, Can you ?

The boy : No, I can't,

The wind : Can you shake towers ?

The boy : No, I can't.

The wind : I can drive the stormclouds. Can you ?

The boy : No I can't.

The wind : Can you stand when I am strong ?

The boy : No.

The wind : Then what can you do ?

The boy : I can enjoy your speed. I can fly mile with your help. I can make you work for me.

(Activity-7) Writing Activities

Identify the words having the first letter same in the lines of the poem "The Wind".

It must be a consonant letter. One is done for you.

Write the other words.

get - gateway _____, _____, _____, _____, _____, _____

Speaking (Activity ~ 8)

Imagine yourself to be the wind and say what you can do. One is done for you.

I can enter a closed room.

I can _____

I can _____

I can _____

I can _____

Task for you

Analyse the activities of the poem 'My Shadow'

Activity No

Type of activity

Skill focussed

Self-check Exercise – 3

1. Which of the following words,
 can't take the suffix "en" ?

- i) light ii) bear iii) circle iv) rich

- Which of the following words is the opposite of "narrow" ?
 - large
 - big
 - wide
 - thick
- Steal through means
 - to steal.
 - to enter forcibly
 - pass silently
 - enter secretly
- Write 'True' or 'False' against the statement.
 - The wind is strong always.
 - The wind is sometimes gentle and sometimes strong.
 - To go up in the air sitting in a swing is the pleasantest thing for a child.
 - We have no time to observe the beauties of nature.

2.10 Let's sum up

- After going through this unit you learnt the following;
- Content analysis is a preparatory work before going for lesson planning.
- Content analysis of poem lessons shows the way to locate main idea, supporting details, vocabulary items, poetic expressions and poetic devices used by the poet.
- Learning objectives are known as behavioural objectives / performance goals which imply that on completion of the teaching - learning process some behavioural changes are expected from the learners.
- Learning objectives are written in action verbs.
- They are expressed in relation to knowledge, comprehension, expression and appreciation.
- Activities are designed according to objectives related to skills and sub-skills of language.
- As regards teaching of poetry, the learners enjoy the sound and music in the poem. They comprehend and appreciate the poem as a whole.
- Prose lessons are taught for more information but poetry is taught for appreciation of beauty and thought.

2.11 Answer to self check exercises :

Exercise - 1 : (iii), 2(iii), 3(ii); Exercise - 2 : (i), (iv), (vii)

Exercise - 3 : 1 (ii), 2. (iii) 3. (ii) 4. (i) False (ii) True (iii) True (iv) True (v) False

2.12 Unit - End Exercise :

- Why is content analysis essential ?
- What are the basic aspects of content analysis ?
- What activities are taken up in a poetry lesson ?
- How are the activities and language skills linked ?
- How should the learning objectives be stated ?
- What do the learners appreciate in a poem ?

2.13 Reference for further reading

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Unit - 3

Language Items : Grammar

- 3.0. 1 Introduction and Objective
- 3.1 Parts of a sentence
- 3.2 The Noun Phrase
- 3.3 The Verb Phrase
- 3.4 Time and Tense
- 3.5 The Adjective & Adverb Phrase
- 3.6 Types of sentences
- 3.7 Clause patterns
- 3.8 Prepositions
- 3.9 The Passive
- 3.10 Narration Change
- 3.11 Punctuation
- 3.12 Agreement of verb with subject

Why Grammar

3.0 Structure:

- 3.0.0 General Introduction
 - 3.0.1 General Objectives
-

3.0.0 Introduction:

It has always been a matter of debate whether grammar is essential to learn a language. Then the question arises why grammar should be taught. Why is there a separate grammar section in this book? A teacher of English as well as the teachers in general should possess some basic knowledge of English grammar as much as a good driver should know how to repair a vehicle.

The main aim of this section is to help you to use English correctly in appropriate contexts without being aware of the rules of Grammar.

3.0.1 Objectives:

After going through this section you will be able to:

- distinguish between the Noun Phrase and the Predicate Phrase
- identify different constituents of a Noun Phrase
- know the constituents of a Predicate Phrase (Verb, Adverb)
- distinguish between the concepts behind Time and Tense and their forms
- be familiar with the clause patterns, Prepositions etc.
- learn how to punctuate a sentence
- know how to construct a Passive Structure
- transform Direct Speech into Indirect Speech
- know how a verb agrees with its Subject.

THE MAIN PARTS OF A SENTENCE

3.1.0 Introduction

A sentence usually has a subject part and predicate part. The subject part frequently surfaces before the predicate part.

3.1.1 Place of the Subject Part in a sentence:

1. Ram killed Ravana.
2. What happened?
3. Who did Ram kill?
4. Up went the bell!
5. (You) Go there.

The Subject Part may be at the beginning as in (1) and (2) in the middle or at the end of a sentence as in (4). But the Subject 'You' is hidden in (4) and also in other imperative sentences.

3.1.2 Phrases in a Sentence

Again these two parts consist of a number of phrases.

1. **Noun Phrase:** Example : Christmas, Jesus Christ, Christians, they etc.

2. **Verb Phrase :** Example : Is, was born, decorate etc.

3. Adjective Phrase Example : tall
4. Adverb Phrase Example : there
5. Prepositional Phrase Example : On the 25th of December

Now judge carefully. The subject parts of all the above sentences are Noun Phrases. So from this we can conclude that the Subject Part of a Sentence is usually a Noun Phrase. They are called Subject Noun Phrase. But a Noun Phrase may be in the Predicate Part also.

3.1.3 Self Check Exercise - 1 :

Read the paragraph and try to locate the different Phrases in it.

King Indradyumna was most dear to his subjects. He was great in many respects. Bards sang his praise in many verses. So many smaller kings paid their tribute to him. He had plenty of wealth to bestow rewards on scholars and poets and to give alms to the needy. He made everyone happy. But lately he was found to be a bit unhappy himself. Is it because he lacked anything? Is it because some of his desires remained unfulfilled?

3.1.4 Summary:

Sentence : Subject Noun Phrase
 Predicate Phrase

3.1.5 Answers to the Self Check Exercise

Noun Phrase: King Indradyumna, He, Bards , his praise, many smaller kings , their tribute plenty of wealth, alms , all , himself , it, some of his desires

Verb Phrase : was , sang , paid , had to bestow, to give, made, was found, is lacked, remained

Adjective Phrase : most dear, great, happy

Adverb Phrase: lately

Prepositional Phrase: to his subject, in many respects , in many verses, on scholars and poets.

NOUN PHRASE

3.2.0 Introduction:

Activity 1

Let's read the text below and find the words which denote names.

Once, a powerful fairy wanted to have a little girl. She chose a flower. It was bright and fresh. She kissed its purple and yellow petals. The flower opened. A tiny little girl was seen sitting in it. The girl was as big as the thumb of the fairy. So she called her Thambilina.

The words which denote names are : *fairy, girl, petals, thumb, Thambilina*. These words are nouns. Now a question may arise in your mind, how do I know if a certain word is a noun or not. The answer is that I see whether the word has one of the following characteristics. If yes, it is a **noun**. if no, usually it is not a **noun**.

3.2.1 Characteristics of nouns:

1. Nouns act as subject of a sentence. Example : **Flowers** are beautiful.
2. Nouns can be used as object of the verb Example : I plucked **flowers**.
3. Nouns can be used as the **object of a preposition**

Example : He depends on boys.

4. They can be used as the **subject complement**. Example : My sisters are **doctors**.
5. Nouns can be used as the **object complement**. Example : We elected Ram **monitor**.
6. They are preceded by a **determiner** like *a, an, the, many-, one, four* etc.

Example : I met **a man**.

7. They can be preceded by an **adjective**. Example : I like beautiful **flowers**.
8. They can be used as **apposition** to another **noun phrase**.

Example : My brother **Suresh** lives in Bhubaneswar.

Self Check Exercise : 1

Now read the examples given above again and try to locate the nouns in the following paragraph.

In a cave on a hill lived a fox. It was a small cave. He kept the mouth of the cave shut with a stone, but for a small gap.

One night it was raining. The fox was lying comfortably in his cave when he heard the moaning of a wolf. He peered out and saw a wolf standing on a rock below his cave, suffering the downpour.

"It is always good to have a friend among the powerful beast. Here is an opportunity to befriend the wolf. It will be not only unwise but also selfish of me if I do not offer the wolf shelter," the fox told himself. Then he called out for the wolf.

3.2.2 Classification of Nouns

Now divide the nouns found in 3.2.1 into three groups. Put nouns which can be seen in **Group A** and put nouns which can't be seen in **Group B** and the names of persons and places in **Group C**.

Group A	Group B	Group C
These are countable nouns as they can be seen by the speaker in unit and we can count them as one, two, three etc.	These are uncountable nouns as they can't be seen by the speaker in units. We can't count them as one, two etc. They can only be measured.	These are proper Nouns.

The nouns which can be seen by the speaker in unit/units are countable nouns - and the nouns which can't be seen by the speaker in unit / units are uncountable nouns.

3.2.2.1 Countable Nouns

Now let's divide **Group A** into two sub groups. In sub group A1 put nouns which denote only one unit and in sub group A2 put nouns which denote more than one unit.

Group - A1

These countable nouns are in their singular form as they denote only unit.

Group A2

These countable nouns are in plural form denoting more than one unit.

Tips for the learners : To know whether a countable noun is in its singular form or plural form just put the word 'one' before the noun. If it seems correct then it is in its singular form if not then it is in its plural form.

3.2.2.2 Uncountable Nouns:

Some uncountable nouns appear to be countable:-

1. Money is not everything.
2. The house is full of furniture.
3. Mathematics is my favourite subject.

Here the nouns **money**, **furniture** and **mathematics** (as subject) are uncountables though they appear countables. Some other nouns of this category are -

advice, accommodation, baggage, bread, chess, equipment, furniture, information, knowledge, luck, luggage, news, permission, poetry, progress, publicity, research, slang, thunder, traffic, vocabulary, etc.

Some other uncountable nouns can be used as countables by adding some partitive words before them are :

A stick of chalk

a grain of rice

a piece of information

a speck of dust etc.

3.2.3 Constituents of a Noun Phrase:-

Read the following sentences and try to find nouns.

1. Teachers are players. 2. Our teachers are good players.

The nouns in both the sentences are the same. What difference do you find in both the sentences ? In 1 the nouns come alone but in 2, they go with some other words.

All these are Noun Phrases. Noun Phrases of 1 consist of only one word. In 2 the noun phrases consist of more than one word.

3.2.3.1 Constituents of more than a one word Noun Phrase:

1. two very intelligent boys 2. boys of our class 3. two intelligent boys of our class

Now look at the three noun phrases above. The word 'boys' is the head noun in each phrase. All the other words in the phrase like two, very, intelligent, of, our, class are called the modifiers of the noun and they modify the head noun. In the first noun phrase the words *two, very, intelligent boys* come before the head noun - So they are called the Pre modifier. In the second noun phrase the group of words which itself is a phrase (prepositional phrase) comes after the head noun. So it is called Post modifier. But in the third phrase there are both the pre-modifiers and post-modifiers and it is the basic structure of a noun phrase .

The basic structure of a noun phrase is :

Pre-modifier + Head Noun + Post- modifier

Pre-modifiers In a Noun Phrase

As we have seen the basic structure of a noun phrase having pre modifier is pre-modifier + head noun. Again the pre-modifier has three major constituents: **Determiner** and **Adjective Phrase** and **classifier**.

Determiners

Determiners may be broadly divided into three types :

1. Wh-determiners : Example : Which book is good? Example : Whose pencil is this?

Which, whose, what are Wh- determiners. They help to make questions. But in the sentence What happened? Here 'What' is not a determiner.

2. Distributive Determiner:

Each boy was given a pen. (it refers individual items Each= 1+1+1+1)

Every child should be encouraged it refers to collective items.

Every = 

Either of my friend has done this. (either means 'one or the other')

Neither of them has a bike. (neither means 'not one and not the other')

The words *each, every, either, neither* are distributive determiners.

3. Quantifying Determiner:

1. **Many:** 'Many' is used with plural nouns and usually in *Interrogative* and *Negative sentences*.

Example : How many people were present there?

2. **Much:** Used with Uncountable Nouns and in *Interrogative* and *Negative sentences*.

Example : I have not *much* money to buy my medicine.

How *much* money have you got?

3. Some/any:-

i. Both 'some' and 'any' can refer to an indefinite quantity or number, but 'some' is generally used in affirmative sentences and 'any' is used in non affirmative(*Interrogative / Negative*) sentences.

Example : I want *some* new books.

Did you get *any* interesting books in the fair?

I don't have *any* interest in you. (Am-Eng)

ii. '**Some**' is used in *Interrogative* sentences if the expected answer is 'Yes'.

Example : Have you brought *some* money?

4. **More/most:-** Example : I need *more* time to complete my task:

Most children like ice cream.

5. Few/ a few:-

i. Used with plural countable nouns. '*Few*' refers to a negative idea (not many) but *a few* gives a positive sense (some).

Example : I have got *few* good friends here and I often feel lonely.

I have got *a few* good friends here and I pass my time happily with them.

Example : Out of 300 students *few* are outside their class (about 2 or 3).

Out of 300 students *a few* are outside their class (about 20 or 30).

6. Little/ a little:-

i. Used with Uncountable Noun. '*Little*' is used in negative sense but *a little* has a positive sense.

Example : There is *little* water in the glass.

There is *a little* water in the glass.

7. A lot of/ lots of/ plenty of/ a great deal of:-

i. Used both with plural countable nouns and uncountable nouns in Positive Statements:-

Example : *A lot of* friends of mine are in USA now. My paddy field needs *a lot of*....

8. All(of)/ both (of)/ Half (of):-

'All' refers to three or more than three items and it is used before Plural Countables.

Nouns and Uncountable Nouns. 'Both' refers to two items and it is used before a Plural Countable Nouns. Half refers to 50% of something.

All (of) my brothers are good. (I have got more than two brothers)

Both (of) my brothers are good. (I have got only two brothers)

Every day I walk half a mile.

'Such': Example: Such a risk must not be taken - I have never seen such a boy.

The determiner 'such' comes before only an indefinite article, a/an if at all a determiner comes after it and no other determiners can follow it. Example : we can't say 'such my man' but we can say either 'such a man' or 'such men'.

Fraction :

1. One third of the boys are absent today. 2. Two thirds of the boys are absent today.

3. One third of the field is mine. 4. Two thirds of the field is mine.

Fractions can also be used as determiner. But the verb depends on the head noun. If the head noun of a fraction is plural countable noun like 1 and 2 then plural verb is used. If the noun is uncountable like 3 and 4, singular verb is used.

1. Articles

Articles are small words that are often used to show whether the things we are talking about are known both to the speaker/writer and to the listener/reader or not.

Articles are of two types.

1. Indefinite Article, a/an, is used when we can't say 'you know which I mean'

Ex. I met a man at the bus stop. I need an orange.

2. Definite Article, the

Ex. Boys, go to the door.(you know which door I mean)

My mother went to consult the doctor.(you know which doctor I mean)

Use of Definite Article 'the':

1. 'The' is used to express the idea that 'you know which one(s) I mean'

Ex. Please give me the pen. (You know which pen I mean)

i. When a noun is mentioned for the first time indefinite article 'a/an' is used. When the same noun is repeated, we use the before it.

Example : A pickpocket was running away taking a purse. On his way he met a policeman. The policeman stopped him. The pickpocket gave the police the purse he had stolen. Then the policeman met the man whose purse was stolen and gave him the purse.

- ii. Example : Please call the candidate. (There is only one candidate)
- 2. Used before a noun unique of its kind, Ex. The sun, the moon, the earth etc.
- 3. Used before names of instruments :
 - i. Musical instruments: Ex. The harmonium, the flute, the piano
 - ii. Electronic instruments: Ex. I am listening to the radio.
- 4. Generally 'the' is not used before a Proper Noun indicating the names of persons or places. However, **the** is used before the names of -

i. Ocean:	the Indian Ocean, the Pacific Ocean
ii. Sea:	the Arabian Sea, the Black Sea
iii. Mountain ranges:	the Himalayas, the Western Ghat, But not before single mountain or hill Example : Gandhamardan, Mahadev (not the Gandhamardan)
iv. Group of islands:	the Andaman and Nicobar, the Lakhya Dweep, But not before single island. Example: Sri Lanka (not the Sri Lanka)
v. River:	the Mahanadi, the Ganga
vi. Desert:	the Sahara, the Thar, the Kalahari

5. Used before the superlative degree of adjectives. Example: The tallest boy of our class

6. **The** is used before only adjectives. Example: The rich should help the poor (Here the rich= the rich people, the poor= the poor people)

7. Before nationality adjectives : Example : The Japanese, **the** English

(Here **the** + nationality adjective = the people who belong to that nation). English means the English language but the English means the people of England.

8. Before names of famous books and newspapers :

Holy Books: **the** Gita, the Mahabharata, **the** Koran, **the** Panchatantra

ii. Newspapers : The Times of India, **the** Sambad, The Samaj

Self Check Exercise : 2

Fill in the blanks with a / an or the.

There was _____ lot of time all around him, _____ immense sea of leisure. In this state he made _____ new discovery about himself, that he could make fascinating models out of clay and wood dust. _____ discovery came suddenly, when one day _____ child in _____ neighbourhood brought to him its little doll for repair. He not only repaired it but made _____ new thing of it. This discovery pleased him so much that he very soon became absorbed in it. His backward gave him _____ plentiful supply of pliant clay, and carpenter's

shop next to his cousin's cigarette shop saw dust. He purchased paint for few annas. And lo! He found his hours gliding. He sat there in _____ front part of his home, bent over his clay, and brought into existence _____ miniature universe; all _____ colours of life were there, all _____ forms and creatures , but of _____ size of his middle finger; whole village and town was there, all, _____ persons he had seen passing before his office when he was sentry there- that beggar woman coming midday, and that _____ cucumber vendor; he had _____ eye of _____ cartoonist for human faces. Everything went down into clay. It was _____ wonderful miniature reflection of - world; and he mounted them neatly on thin wooden slices, which enhanced their attractiveness. He kept these in his cousin's shop and they attracted huge crowd every day and sold very briskly. More than from _____ sales Singh felt _____ ecstasy when he saw admiring crowds clustering around his handiwork.

Possessive : Example : It is Ram's pen

The Noun Phrase Ram's pen. Words like Ram's, Manoj's, my etc are known as possessives. My, our, your, his, her, its, their etc. are known as possessive form of a pronoun.

Demonstratives:

This book is good. *These* books are good. *That* book is good. *Those* books are good.

This, that, these, those are demonstratives. They can be used both a determiner and pronoun.

Example : This/that is a good book.(pronoun) This/that book is good. (Determiner)

(Numerals):

Two boys are coming. I met *four* men on my way to office.

The *first* bus has already gone. The *second* house is mine.

The words like **one**, **four**, **first**, **second** etc. are known as numerals. They may be of two types.. The numeral one, two etc are called **Cardinals**. First, second etc are called **Ordinals**. They take definite article 'the' before them.

1. Use of determiner at their appropriate place :

Ex. All each of the boys (wrong)

All/each of the boys (right)

All of books (wrong)

All of the/my books (right)

2. Pre-determiners:

Ex Which of the book Each of the students. All (of) my friends

Here which, each and all can be termed as Pre determiner.

3. If the determiner is followed by a pronoun use of 'of' is a must.

Ex Each student is given a prize. Each of us is given a prize.

Self Check Exercise : 3

Let's arrange the words in their right places in Noun phrases :

1. _____ schools (music, seven, those)
2. _____ friends (my, five, all of)

The Verb Phrase

The Verb

Structure

3.3 Introduction:

3.3.1 Types of Verbs :

3.3.2. Summary

3.3.3. Answers to the Self Check Exercises

3.3.0 Introduction:

'Birds fly high in the sky.'

The sentence consists of a **Subject Noun Phrase** and a **Predicate Phrase**. Now if we say

'Birds high in the sky' is an unacceptable sentence as it lacks the verb phrase / verb group. So a verb phrase group is a must in the predicate part. That is the obligatory part of a sentence.

3.3.1 Types of Verbs :

There are a number of bases on which verbs may be divided. Some are

1. On the basis of meaning they give:

lexical or main verb and auxiliary or helping or supporting verb

(i) Liza reads a book. (ii) Liza is reading a book

In sentence (i) the verb 'read' is the only verb and it carries the main meaning. It is known as the *main verb* or *full verb*. It is also known as a lexical verb as we can get its meaning from a dictionary. But in (ii) there is another verb 'is' besides the verb 'read'. This verb has no lexical meaning. It just helps the main verb in some respects. So it is known as an Auxiliary Verb. It is seen that a verb group must have a full verb. It may or may not have an auxiliary verb. Again Auxiliary verbs can be sub-divided into two groups. (i) **Primary Auxiliaries** (ii) **Modal Auxiliaries**.

(I) Primary Auxiliaries :

Ex. I **am** dancing. Manoj **is** singing. They **were** playing.

The auxiliary verbs in the bold letters are Primary Auxiliaries.

Broadly they may be categorized in three groups.

I. **Be**: it consists of finite forms like **is, am, are, was, were** and non finite forms like **be, been, being**.

II. **Have**: it consists of finite forms like **have, has, and had** and non-finite form like **having**

III. **Do**: it consists of finite forms like **do, does, did** and non-finite forms like **doing, done**.

These three Primary Auxiliaries can be used as the full verb in a sentence.

Used as Primary Auxiliary	Used as full verb
Be : (Primary Progressive Auxiliary) + -ing form I am going.	I am a traveller.
Used Primary Perfective Auxiliary)+ -en form I have seen him.	I have cows.
Do: . They do not come.	He will do his job.

(ii) Modal Auxiliaries :

1. He will/would/shall/should/ can/ could/may/ might/ ought to/ used to/must come.
These are the Modal Auxiliary verbs.

What is the sequence of auxiliary verbs in a verb phrase?

Example : He *must have been playing*.

Look at the sequence

Modals + perfective primary auxiliary + progressive primary auxiliary + full verb

Activity - 1 :

Ramesh has some problems in sequencing the verb. He has written the following paragraph.

Write them in their sequential order.

Jumpy Monkey been had playing when Mikky saw him. Mikky said "Your wasting are always your time. You repent will one day." Jumpy answered "I am happy now. No one know can about the future. So I know about it. You be must going to do some labour. Please go. You not bother should about me.

MODAL AUXILIARIES

3.3.2 Introduction:

1. Preetish: 'Ram is living here.'
2. Satish: 'Ram may be living here.'

Look at the two sentences. Preetish is sure that Ram is living here. So he just expresses a fact in which he is not at all involved. But Satish is not confirmed. He is in a doubt whether Ram is living here or not. So he applies his thinking mind and expresses the possibility that Ram is living here. Here he is involved himself in the statement.

This is the basic difference between Primary Auxiliaries and Modals. Primary Auxiliaries can't help us to express certain meanings like *ability, possibility, necessity, prediction, permission, probability, obligation, determination, willingness* etc. This can be fulfilled with the help of Modal Auxiliaries. So Modals add more meaning to the Full Verb.

'Will, would, shall, should, may, might, can, could, must, ought to' are the ten modals which are known as pure modals. 'Dare, need, and used to' are modal like forms. They act like modals in certain situations.

3.3.3 Use of Modals:

Will and Would:

Will

1. Plain Future:

There is a chance that he will come.

2. More Determined Prediction:

i. Specific Prediction:

. The meeting will start at 4 PM.

ii. Timeless Prediction/General Facts:

. Ice will float on water.

iii. Habitual Prediction:

. Give them an inch, and they will take an ell.

3. Strong Willingness

I will help you whether you ask me or not.

Would

Future in the Past:

There was a chance that he would come.

Less Determined Prediction

The meeting would start at 4 PM.

Weak Willingness

. I would help you provided you wish.

4. More Probability

He will be at home now.

5. Making a less polite request.

Will you give me your bicycle ?

6. Less Polite Offer

Will you like to have a cup of tea ?

7. Typical behaviour in the present

They will talk about others for hours.

8. Real condition :

If he comes, I will go.

9. Indirect Speech

He says, "he will go to school".

Less Probability

He would be at home now.

Making a polite request :

- Would you give me your pen ?
(polite request)

- Would you mind giving me your pen?
(More polite request)

More Polite Offer :

- Would you like to have a cup of tea ?

Typical behaviour in the past.

- They would talk about others for hours.

Unreal / hypothetical condition

- If he came, I would go.

Indirect Speech

- He said that he would go to school.

Shall and Should

Shall

1. Suggestion : (with First person subject)

Ex. Shall we go to the park ?

2. Order or Injunction (legal use) :

(with 2nd and 3rd person)

Ex. You shall pay the court fee.

3. To make an offer ; Ex. Shall I carry your bag ?

4. Prediction : Ex. I shall miss you.

5. Promise Ex. I shall take you all to the zoo.

6. Permission : Ex. Shall I go now ?

8. Decision / Determination : (with 2nd and 3rd person subject)

Ex. You shall be free.

Should

1. Obligation

You should do as the doctor advises.

2. Advice

You should consult a doctor.

3. Logical Probability or inference

The bus left the school an hour ago.

He should be home by now.

4. Reported Speech

He asked me if he should leave the place.

5. Real Condition

If you should leave the institution, please inform me.

Can and Could

Can

1. Present Ability

- I can swim for 5 hours.

2. More Possibility

- He can be at home now.

3. Less Polite Request :

- Can you give me your pen, Harish?

4. Seeking permission (less polite)

- Can I go home ?

5. Giving Permission (more polite)

- You can go home.

6. Real condition :

- Ex. If he comes, I can go.

Could

Past Ability

- I could swim for 5 hours in my youth.

Less Possibility

- He could be at home now.

More Polite Request :

- Could you give me your pen, Sir?

Seeking Permission (More polite)

- Could I go home ?

Giving Permission (less polite)

- You could go home.

Unreal / Hypothetical condition :

- If he came, I could go.

May and Might

May

1. More Possibility

- He may be at home now.

2. Seeking Permission (less polite)

- May I come in Sir ?

3. Giving Permission (More Polite)

- You may go home.

Might

Less Possibility

- He might be at home now.

Seeking Permission : (more polite)

- Might I come in, Sir ?

Giving Permission (less polite)

- You might go home.

Must :

1. Obligation / necessity / compulsion :

- I must go and consult a doctor.

- You must listen to your docotor. (stronger and more authoritative)

2. Prohibition :

- You must not touch the wire.

- The student must not leave the school before 4 pm..

3. Logical necessity or inference :

- Siya did very well in the examination. She must have worked really hard.
- Raghavan is not coming to his old office. He must have joined his new office.

Used to

1. He used to swim in the river for four hours when he was young.'

'Used to' speaks about a past habit which is not now. So to express past abandoned habit we use 'used to' Now see

Ex. He **would** swim for four hours a day. He **used to swim** for four hours a day.

would can replace **used to** for past habitual action but not for past habitual state.

3.3.4 Self Check Exercise - 1

State the meanings the modals add to the Main Verb in the following sentences.

1. He can tell a lie.
2. You must meet him
3. Sita can write better than Mita
4. They had to pay a bribe to get the information.
5. Shall I get the ticket for you?
6. Oil will float on water.
7. He will be fifteen next month.
8. Could you show me the way to the station.
9. You must not dismount from a running train.
10. He used to paint well.
11. Satish might be at school.
12. My sister should do that job.
13. May I get your help, Sir?
14. It may not rain tomorrow.

3.3.5. Summary

- If a speaker wants to involve himself, he uses Modals.
- Modals add meanings to the Full Verbs
- Modals add meanings like ability, possibility, necessity, prediction, permission, probability, obligation, determination, willingness etc.

The Verb (Predicate) Phrase

3.6. A typical sentence in English consists of a (subject) Noun phrase (NP) and a Predicate phrase (Pred -Phr).

Look at the following sentences.

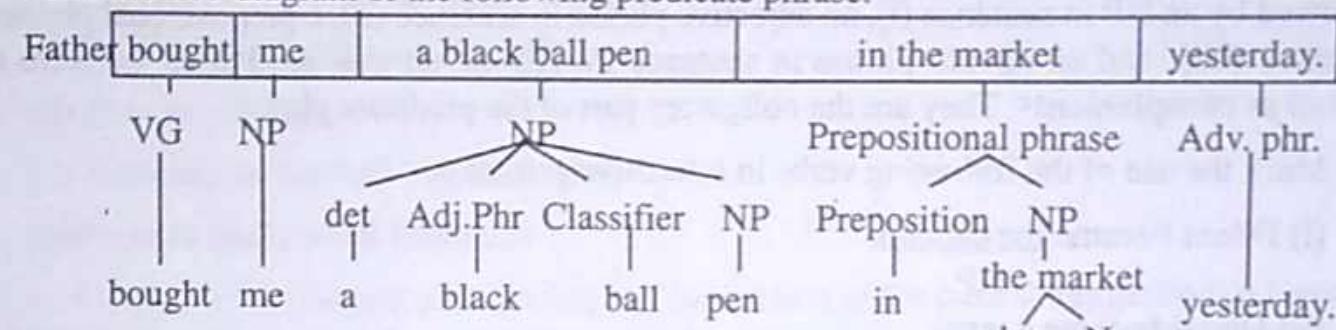
- (i) Birds fly.
 - (ii) Each of the boys has been asking for a photograph of Sachin Tendulkar.

In sentence (i), the predicate phrase has only one verb 'fly' and the sentence is grammatical and acceptable.

But in sentence (ii) the predicate phrase has one verb group and other phrases.

Hence, in a predicate phrase the verb group may be followed by one or more Noun phrases, Adverb phrases, Adjective phrases, prepositional phrases or a combination of these phrases.

Mark the tree-diagram of the following predicate phrase.



Now it is possible to group sentences into different predicate phrase patterns on the basis of the verb group. Read the sentences given below.

- (i) The girl laughed.
VG

(ii) The girl looks nice.
VG Adv p

(iii) The girl saw the boy.
VG NP

(iv) They gave him a gift.
VG NP NP

Sentences (i) and (ii) cannot be passivised but sentences (iii) and (iv) can be passivised.

Hence sentences (i) and (ii) belong to *Intransitive patterns* and (iii) and (iv) belong to *transitive patterns*. For our purposes we shall mainly depend upon *functions* for our classification.

3.7. Intransitive patterns : ^{VG + (Adjunct)}

Look at the sentences:

VG + complement

- A. (i) The man died yesterday.
VG Adv. Phr

- (ii) The meeting broke off.
VG

In sentence (i) the predicate phrase has one *verb group* and an *adverb phrase*. The *adverb phrase* may or may not be used in the sentence. It is Optional in the predicate phrase. Hence It is known as **adjunct** in function.

B. (i) Mahendra Singh Dhoni is a cricketer.
VG NP

(ii) Dhoni is intelligent
VG Adj.- Phr.

(iii) Dhoni is in England.
VG Prepositional Phrase

(iv) Dhoni is there.
VG Adv.- Phr.

In all the sentences above, 'be' verb (is) is used in the predicate phrase only. The 'be' verb is followed by an NP in sentence (i), an adjective phrase in sentence (ii), a prepositional phrase in sentence (iii), and an adverb phrase in sentence IV. All the phrases used after 'be' verb are known as **complements**. They are the obligatory part of the predicate phrase.

Mark the use of the following verbs in intransitive pattern :

(i) Dhoni became the captain.
NP

(ii) Dhoni became angry.
VG Adj. phr.

(ii) He appears a fool
NP

(iv) He appears foolish.
VG Adj. Phr.

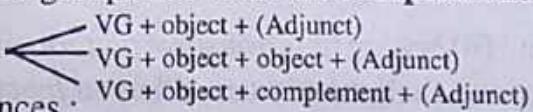
(v) The curry tastes delicious.
VG Adj. -Phr.

(vi) He has a house.
VG NP

(vii) The baby lay in the cradle.
VG Pre. Phr.

The phrases used after the verb groups above are all **complements** in function.

3.8 Transitive patterns :



Mark the following sentences :

(i) I am writing this lesson now.
VG Object Adjunct

(ii) I am teaching you grammar now
VG Object Object Adjunct

(iii) The driver kept the car in the garage yesterday
VG Object Compliment (Adjunct)

- In sentence (i) this lesson (NP) is the only object.
 in ii) You (NP) and grammar (NP) are two objects.
 in iii) the car (NP) is the object and in the garage (Prep-phr) is the complement in function.

Self Check Exercise : 2

Identify the underlined phrases whether objects / complements / adjuncts.

- I had my breakfast at 8.30 yesterday.
- Grammarians are intelligent.
- The student looked up the word in the dictionary.
- The soup tastes horrible.
- The teacher has given us an assignment today.
- The clerk put the file on the table.
- The sky got dark.

3.9. Answers to the Self Check Exercise

Answers to Self Check Exercise: 1

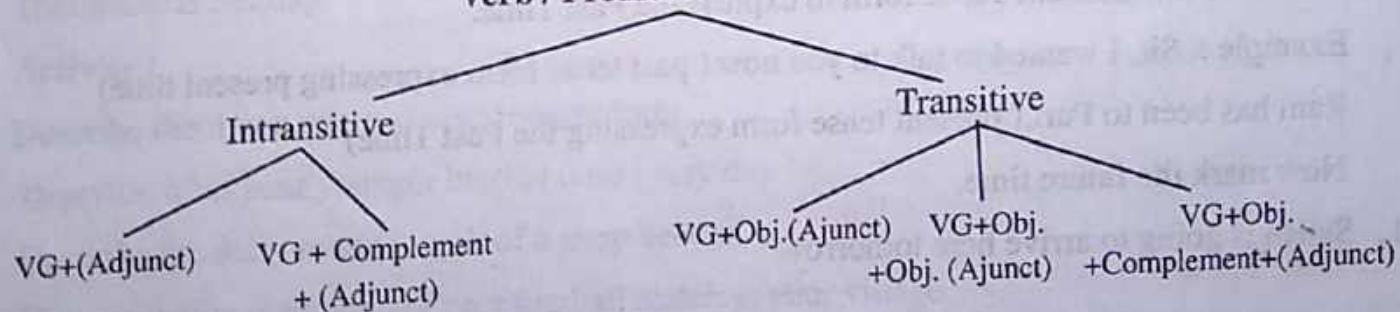
- Possibility, 2. Obligation, 3. Ability 4. Compulsion in the past, 5.Suggestion, 6.General Truth,'7.Stating the Future, 8.Polite Request 9. Prohibition 10. Past abandoned habit ii. Less Possibility 12. Advice 13. Request 14. Possibility

Answers to Self Check Exercise: 2

- my breakfast complement, at 8.30 yesterday - adjunct
- Intelligent complement
- the word - object, in the dictionary - adjunct
- horrible - complement
- us ____ Indirect object, an assignment - Direct object, (today - Adjunct)
- the file- object, on the table - complement
- dark ____ complement

3.10. Summary

Verb / Predicate Phrase Pattern :



TIME AND TENSE

3.4 Structure:

3.4.0 Introduction:

3.4.1 Uses of different tense forms:

3.4.2 Future Time Reference:

3.4.3 Summary

3.4.4 Answers to the Self Check Exercise

3.4.0 Introduction:

1. Ramesh worked in the garden yesterday.
2. Ramesh is working in the garden now.
- 3 Ramesh will work in the garden tomorrow.

Look at the sentence 1. The adverb of time 'yesterday' indicates that the action takes place before the time 'now'. The time 'before now' is known as the Past Time . In sentence 2 the adverb 'now' says that the action happens now. The time now is called the Present Time' And in sentence 3 'tomorrow' says what the action is not yet happened indicates a time after now. The time after now is called the Future Time.

So time may be divided broadly into three periods. The Past Time, the Present Time and The Future Time.

Now let's see

1. Ramesh goes to school every day.
2. Ramesh went to school yesterday.
3. Ramesh is going to school now.
4. Ramesh was going to school at 10 AM yesterday.

In sentence 1 and 3 the adverb of time 'everyday' and 'now' say that the action happens in the Present Time. Look at the finite verbs of these sentences. 'goes' is the Present Tense form of the verb 'go' and 'is' is the Present Tense form of the verb 'be'. In sentences 2 and 4 the verbs 'went' refers to the Past Time action of the verb, 'go' and 'was' is the Past Tense form of the verb 'be'.

Tense is a form of verb and time is a universal concept. Generally we express the Present Time with the help of the Present Tense form of the verb and The Past Time with the help of the Past Tense form of the verb. But some time we use The Past Tense form to express the Present Time and also The Present Tense form to express the Past Time.

- Example : Sir, I wanted to talk to you now.(past tense form expressing present time)
Ram has been to Puri.(present tense form expressing the Past Time)

Now mark the future time.

1. Satish is going to arrive here tomorrow.

- 2. Satish is arriving here tomorrow.
 - 3. Satish arrives here tomorrow.
 - 4. Satish will arrive here tomorrow.

All the four sentences refer to the Future Time. The finite verbs 'is', 'arrives' and 'will', are in their Present Tense form. So there is no third tense form to express the future time. It can be expressed with the help of the Present Tense form.

Self Check Exercise : 1

Look at the finite verbs of the following sentences and say what tense and time they refer to.

- | | |
|--|-------------------------------|
| 1. The child is crying now | 2. Tomorrow is Sunday. |
| 3. The girls were singing well. | 4. My mother has cooked meat. |
| 5. He is coming. | 6. He is coming tomorrow. |
| 7. Prince will do that joy for you. | 8. Bakul is happy now. |
| 9. Be prepared. Our District Education Officer is coming tomorrow. | |
| 10. Our Prime minister visits America next month. | |

3.5.1 Use of different tense forms:

3.5.1.1 Simple Present:

Simple Present is used

- (i) to express Present Habit Example: He comes here every Sunday.
 (ii) to express permanent state or fact Example: They live in Cuttack.
 (iii) to express present state or fact. Example: He is here now.
 (iv) to express law of nature/ General truth/ Scientific truth

Example: Tigers never eat grass. Honey tastes sweet. The earth revolves round the sun.
Water boils at 100°C .

- (v) Instantaneous use of Simple Present/running commentary/series of events

Ex. Harish kicks the ball to Suresh. Suresh receives the ball and passes it to Mamish. Mamish runs towards the goal-post and kicks it hard. The goal keeper doesn't collect the ball and it's a goal.

- (vi) Talking about the future. Example : His train arrives at 10.30 AM tomorrow.
Tomorrow is Sunday.

Activity :

Describe the moon using simple present form.

Describe what your younger brother does every day

Describe the daily routine work of a shop-keeper

Give a running commentary on a football match at your village.

3.4.1.2 Present Progressive:

Uses:

- i. An action happening during the time around now. Example : *I am playing football now.* Present Progressive is used to refer to an action which is going on the time around now. Here the action began in the Past and is continuing till now.
- ii. An action may not be happening now but it is in progress and not completed. Ex. I am searching for a job.
- iii. To emphasize the duration of an action in the present than its completion. Ex. *I am raising this heavy box.*
- iv. For limited time duration/ temporary action. Example : *Every day he goes by bus. But today the bus has not come. So he is going on a bicycle.* To indicate unlimited time duration we use *Simple Present*. But for a limited period of time/ temporary action the *Present Progressive* is used.
- v. To express changing situation. Example : *The price of gold is increasing day by day.*
- vi. To express unpleasant action happening again and again Example: *The baby is always crying.*
- vii. To express planned future action. Example : *I am leaving this hostel tomorrow.*

Verbs that are not usually used in progressive structure.

Like,, love, hate, want, need, prefer, know, realise, suppose, mean, understand, believe, remember, belong, seem, think, have, own, possess, see, hear, smell, taste, feel, hope, forget, appear, mean, look, resemble, weigh, cost, measure, etc.

Activity:

Suppose you are sitting at a bus station. Different activities are going on around you. Describe them using Progressive form.

Describe about a child who is always annoying you. Use Present Progressive tense form.

It is your last day in the training school. A number of your friends are sitting together discussing their future plans. Describe those plans using Present Progressive form.

3.4.1.3 Present Perfect

Uses:

i. To refer to a state leading up to the time now. Ex. *I have lived here for five year.*

ii. To indicate a habit leading up to the time now Ex. *She has always been shy.*

iii. To mention something that happened in the past without stating a specific time.

Example : *The price of gold has been raised again.*(But the price of gold was raised again last week). If the time period is not stated, we can use Present Perfect but if it is mentioned, we use *Simple Past form*.

iv. To talk about events which took place in the recent past and the result is relevant even in the Present Time. Example: *I can't go out as I have broken my leg.*

Asima has lost her bicycle. (recent past activity)

Manoj lost his bicycle. (long past)

v. Repetition up to now. Ex. *I have written six letters since early morning.*

vi. In newspaper headlines, letters and television report.

Example : *The police have arrested the thief.*

Suppose you are Madhu and were imprisoned for 10 years. After ten years you have been changed a lot. Describe those changes in a diary. Use Present Perfect form.

Write a report for a newspaper about a bank robbery. Use *Present Perfect form*.

Suppose your father went somewhere assigning you some tasks. After return he asks you have done those or not. Write a dialogue using *Present Perfect tense form*.

3.4.1.4 Present Perfect Progressive

Uses:

i. A temporary situation leading up to the present. Example : *They have been living in Raipur for two years.* (temporarily). He has been standing there since 6 AM.

ii. An activity started in the past, continues in the present time and it is likely to continue in the future. Example : *I have been working in this school for long 10 years.*

3.4.1.5 Simple Past

Uses:

i. To refer to a single event in the past. Example : The patient died last night.

ii. To refer to a past state i.e. a state of affairs that existed for a length of time in the past. Example : *My mother was a housewife*

iii. To indicate a habitual action or event in the past.

Example : *When Mihir Sen was a boy he swam for two hours every day.*

iv. In hypothetical condition : Example : If he came, I would go.

Activity: Describe what your younger brother did last Sunday.

3.4.1.6 Past Progressive

Uses:

i. To express an action going on at a particular moment of time in the past.

Example : *I was working in the garden at 4 PM yesterday.*

ii. To refer to background event in the past. Example : *I saw him when I was coming to school. When we were having our dinner, the light went.*

We often use the *Past Progressive form* with Simple Past. The Past Progressive refers to a longer background action or situation. The Simple Past refers to a shorter action or event that happened in the middle of the longer action.

iii. To refer to two longer actions going on simultaneously.

When I was reading my book, my brother was watching T.V

When the teacher was teaching, the students were listening.

Activity: A marriage ceremony was going on. Everybody was busy. Describe the different activities in Past Progressive form.

Self Check Exercise: 2

Fill in the blank with the verb in brackets in *Simple Past* or *Past Progressive* form.

1. I _____ (meet) him when I _____ (come) to school.

2. When the teacher _____ (speak) the students were _____.(listening) But when the students _____ (start) speaking the teacher _____ (not, listen).

3. When the teacher _____ (enter) class, all the students _____ (stand) up.

4. When the teacher _____ (enter) class, all the students _____ (talk).

5. When we _____ (have) our dinner he _____ (arrive).

3.4.1.7 Past Perfect

Uses:

- i. To refer to an earlier past action. Example : (I got at the station at 8.10 PM. The train left the station at 8 PM.) When I got the station, the train had already left.
- So Past Perfect refers to an action which had already completed before a particular moment of time or action in the past. It indicates past in the past.
- ii. With verbs of saying and thinking. Ex. I told her that I had finished my task. (at the time of speaking the task had already been completed)
- iii. In unfulfilled past condition. Example : If he had come, he could witness the match.
- iv. How long? Past perfect and not Simple Past Example : I had had a car since 1990. (not I had a car since 1990.)

Now compare

- (i) When I came, my mother was making tea. (When I came, the action of making tea had started earlier, continued at that time and continued sometime after the specified time)
- (ii) When I came, my mother had made tea. (When I came, the action of making tea had already completed)
- (iii) When I came, my mother made tea. (two actions happened at the same time)

Activity : Join the sentences using both before and after.

Examples : I completed my task. Then I ate my tiffin.

- Before I ate my tiffin, I had completed my task.
- I had completed my task before I ate my tiffin.
- After I had completed my task, I ate my tiffin.
- I ate my tiffin after I had completed my task.

1. He took a cup of tea. Then he read the newspaper.
2. My mother bathed. Then she worshipped the God.
3. We prayed God. Then we went to our class.
4. The author read the book. Then he began to write.
5. I met him. Then I changed my decision.

Self Check Exercise: 3

THE CONSCINTIOUS BURGLAR

Fill in the blanks using appropriate tense form of the verb given in the brackets

One night a thief _____ (break) into a house. He (see) a young man soundly sleeping on the floor. Silently, he _____ (spread) out his scarf that he (bring) to carry the stolen goods and then (go) about to ransack the place.

Meanwhile, the youth who _____ (be) actually awake, quietly _____ (roll) onto the spread out scarf and _____ (pretend) to snore.

Now the thief _____ (return) in vain without finding anything worth stealing. He _____ (see) the young muscular youth blissfully sleeping on his scarf.

'It (be) wiser to leave behind my belonging than encounter this wrestler!' said the lean fellow to himself and _____ (make) for the door.

As he (go)out, the young man said, 'Hello, Mr. Thief! Please, if you don't mind, (shut) the

door properly behind you, so that no one may enter!"

'Don't be unwise,' replied the thief, though in a tone of despair, "let me leave the door open, for someone may also care to bring you a blanket in the same way as I _____ (bring) you a nice bed-sheet! Goodbye!"

3.4.1.8 Past Perfect Progressive

Uses:

- i. To talk about an action which had continued up to the past specified moment or shortly before it. Example : *When I came, the man had been working in the garden.*
- ii. *How long? Past Perfect Progressive and not Past Progressive*
Example : *We had been working in the garden since early in the morning.*
- iii. To emphasize the duration of activity.
Example : Nagen had been staying in the hostel before he got married.

3.4.2 Future Time Reference

3.4.2.1 Will/ shall to express future time

1. **Prediction:** Example : *It will be cold tomorrow*
2. **Request/order/promise/ determination etc.** Example : *Shall I carry your bag?*
3. **Sudden decision:** Example : *Your mother is ill. I will visit your home today.*
4. **Continuing action at a particular moment in the future:**
Example : Don't call him at 2 PM tomorrow. He will be travelling by train at that time.
5. **Completed action at a particular moment in the future.**
Example : *Call him at 4 PM. He will have reached Bhubaneswar by that time.*

3.4.2.2 Present Progressive for the Future Time

1. Personal arrangements and fixed plan when the time and place have already been decided.

Example : *He is coming tomorrow. Are you coming here?*

3.4.2.3 Simple Present for Future Time.

Time Table/ Fixed programme:

Example : Our Annual Examination begins on the coming Monday.

3.4.2.4 Be (is/am/are) + going to for Future Time.

1. **Intention of decision** already been made:

Example : *I have sold my car. I am going to buy a new one.*

2. **Things those are** on the way: Example : *She is going to have a baby.*

3. **Prediction** by getting some indication:

Example : *There is a lot of cloud in the sky. It is going to rain very soon.*

3.4.2.5. Be (is/am/are) + to+ V

1. Future compelled action:

Example : *My officer is arriving at the AirPort at 4. PM. I am to go there by 3.30.*

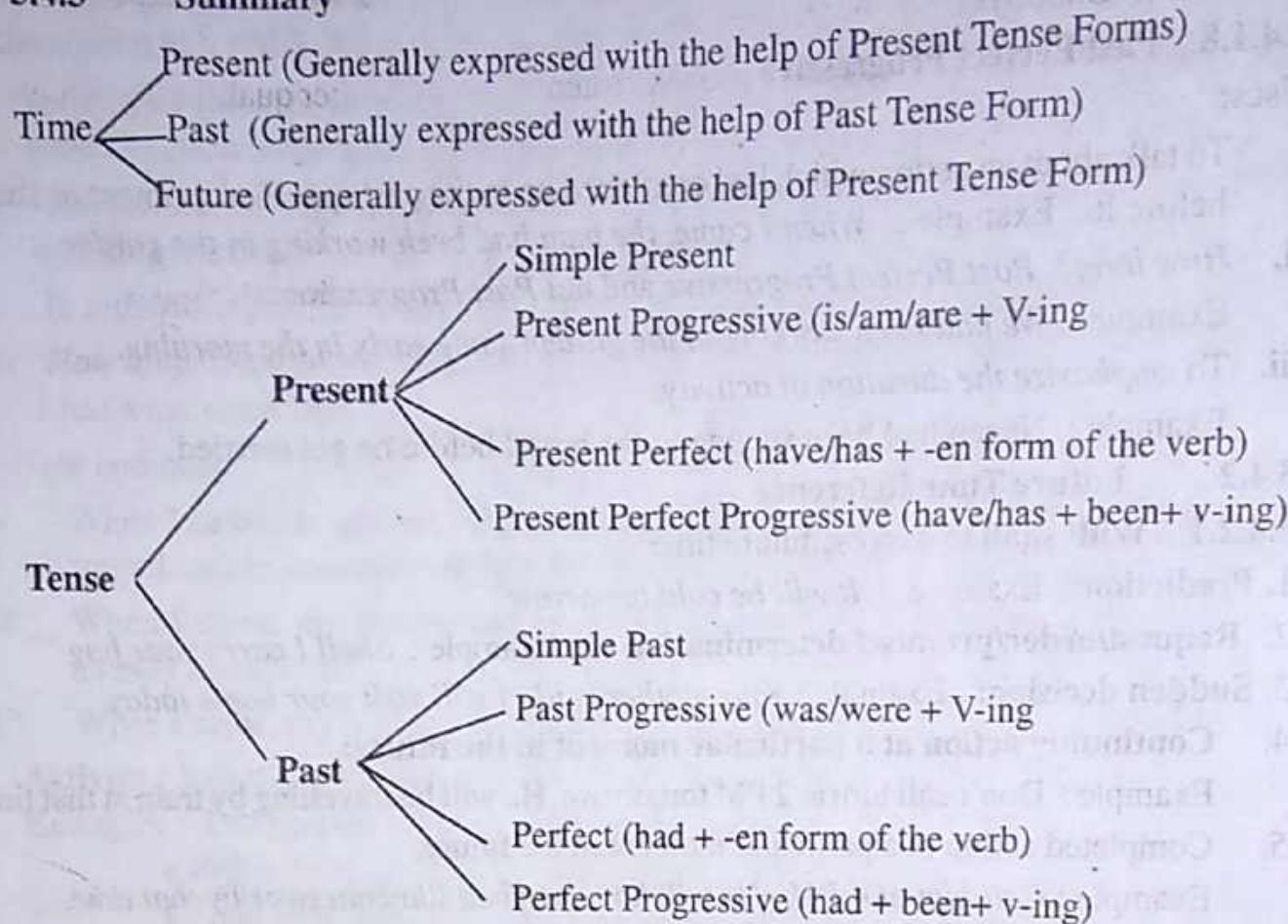
Self Check Exercise: 4

Fill in the blanks with the appropriate form of the verbs in brackets to express future time.

1. The next meeting of the committee _____ (be) on November 15th.
2. The two leaders _____ (meet) for talk later this afternoon.
3. Wait here until he _____ (call) you.

4. This government _____ (win) again as the voters are happy with it.
 5. I hope he _____ (set) a good mark.

3.4.3 Summary



3.4.4 Answers to the Self Check Exercise

Answers to the Self Check Exercise: 1

- | | |
|----------------------------------|----------------------------------|
| 1. Tense- Present, Time-Present | 2. Tense— Present, Time- Future |
| 3. Tense-Past, Time-Past | 4. Tense- Present, Time-Present |
| 5. Tense- Present, Time- Present | 6. Tense- Present, Time-Future |
| 7. Tense- Present, Time-Future | 8. Tense- Present, Time- Present |
| 9. Tense- Present, Time-Future | 10. Tense- Present, Time-Future |

Answer to the Self Check Exercise: 2

1 met, was coming, 2 was speaking, were listening, started, did not listen 3 entered, stood up, 4 entered, were talking, 5 were having, arrived

Answers to the Self Check Exercise: 3

broke, saw, spread, had brought, went, was, rolled, pretended, returned, saw, is, made, was, shut, brought

Answers to the Self Check Exercise: 4

1. is 2. are meeting 3. calls 4. Is going to win... 5. will get...

THE ADJECTIVE & ADVERB PHRASE

3.5.01 Introduction

Activity-I

Select a friend from your class and write ten sentences about his/her qualities for which you like him/her. Begin the description like this 'I like Ram because—

Part -A

1. He/She is _____
2. He/She is handsome/beautiful.
3. He/She is truthful _____
4. He/She is _____
5. He/She is _____
6. He/She _____
7. _____
8. _____
9. _____
10. _____

Part- B

1. He/she is an honest boy/girl.
2. He/She is a handsome boy/beautiful girl.
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

The words like **honest**, **handsome**, **truthful** etc. are describing words and they are known as **Adjectives**.

3.5.1 Place of Adjectives :-

1. Attributive Use:

- A **brave** man can change the whole society - My friend is an **honest** man,

When the adjectives come before the noun they qualify, it is known as **Attributive use of Adjectives**. Part B of the above activity shows the **Attributive use of Adjectives**.

2. Predicative Use:-

The man is brave. *My friend is honest.*

When a verb group comes in between the **adjective** and the **noun** it qualifies, this use is known as **Predicative use**.

3. Post positioned/ Post Positive Use:

Someone brave has done this.

Anyone honest can live a virtuous life.

When the adjectives come just after the noun it qualifies, they are known as **Post Positioned use of Adjectives**. For Post Positioned use the noun must be an indefinite pronoun like **someone**, **anyone**, **no one**, **somebody** etc.

4. As the object complement

He made his son *brave*.

The society thinks Ram *honest*.

3.5.2 Sequence of Adjectives in a Noun Phrase:

Example :

An	ugly	big	heavy	old	round	black	broken	Chinese	wooden	dining	table
	opinion	size	quality	age	shape	colour	participle	origin	material		purpose
1	2	3	4	5	6	7	8	9		10	

Self Check Exercise: 1

Let's put the adjectives in their right sequences.

1. A _____ shirt(white, old, cotton).
2. A _____ house(big, stone, nice, old).
3. A _____ box(black, small, beautiful, metal).
4. A _____ bag (black, plastic, small).
5. A._____ cover(round, large, paper, marvelous).

3.5.3 Summary

* Adjectives are describing words which qualify a noun.

* They can come at three places (i)Attributive use(ii)predicative use(Subject Complement).(iii)Post Positioned/ Post Positive use

After the object of a verb - Object Complement

3.5.4 Answers to the Self Check Exercise : 1

1. old white cotton
 2. nice big old stone
 3. beautiful small black metal
 4. small black plastic
 5. marvelous large round paper
-

ADVERBS AND ADVERBIALS

3.5.5 Introduction :

- | | |
|--|--|
| 1. He painted pictures. | 2. He painted pictures beautifully. |
| 3. He painted a very beautiful picture | 4. He painted pictures very beautifully. |
| 5. Of course, he painted pictures. | |

Now look sentences 2, 3, 4, 5 the word **beautifully**, **yesterday**, **there**, **occasionally**, add meaning to the verb '**painted**'. They give us additional information about the verb. They are known as '**Adverbs**'.

3.5.6 Kinds of adverbs :

1. **Adverb of Manner:** Example : The bus is running *slowly*.

The adverbs like **slowly**, **easily**, **fast** etc. say which way an action takes place. They are known as Adverb of Manner. Generally they end in **-ly**.

2. **Adverb of Time.** Example : He met me *yesterday*.

This kind of adverb says about the time of an action or state.

3. **Adverb of Place:** Example : He met me *there*.

Adverbs like **here**, **there**, **outside**, **inside**, **upward**, **nearby** etc. say about the place of happening of an occurrence or state.

4. **Adverb of Frequency:** Example : He met me *occasionally*.

These adverbs say how often a thing happens. Some adverbs of this kind are **always**, **never**, **ever**, **generally**, **sometimes**, **normally**, **usually** etc.

5. **Adverb of Degree:** He is *very good*.

Adverbs with Adjective Example : He is *very good*.

These adverbs give additional information about an adjective or an adverbs. They enhance the quality.

6. **Interrogative Adverbs :** Example : **How/when/where/why** did he do it?

These adverbs help in seeking information. (interrogative Sentences)

7. **Negative Adverbs :** Example : He has not done it. I found my pen **nowhere**.

These adverbs help in expressing a negative idea.(Negative Sentences)

8. **Sentence Adverbs :** Example : Perhaps, he is a doctor. **Fortunately**, I met him.

These adverbs do not say about only a word but they give information about the whole sentence. So they are called Sentence Adverbs. Some other examples are: **of course**, **in fact**, **naturally**, **possibly**, **really**, etc.

3.5.7 Position of Adverbs :

If more than one adverb comes at the end position generally they have to maintain a particular sequence.

a. Adverb of the same kind :

He met me at the school in the city. He was born at 6 P.M on a Monday in 1970.

If more than one adverb of place/time come at the end position, they come in the sequence of their increasing order i.e. The *smallest unit first* and *the largest unit at the end*.

b. Adverb of different kind:

i. Manner + Place + Time (MPT) Example : He spoke well in the meeting yesterday.

ii. Place + Manner + Time (PMT) Example : He arrived London by air last week.

If the verb is a verb of movement like go, come, fly, send, reach, arrive, throw, walk etc. usually the sequence is Place- Manner- Time (PMT).

Self Check Exercise : 1

Rewrite the following sentences using the adverbs given in brackets in their proper order.

1. He looked (anxiously, back).
2. They went (silently, home, at 4 o'clock, in the evening).
3. Babita drinks coffee (every evening, at home).
4. He queued (at the bus stop, patiently, every day).
5. I saw my friend off (at 10 AM, at the station, this morning).

3.5.8 Summary

Adverbs are words which qualify a verb, an adjective and an adverb.

They may be of 9 types like Adverb of Manner, Adverb of Time, Adverb of place, Adverb of Frequency, Adverb of Degree, Sentence Adverb.

They come at the three position Front Position, Mid Position and End Position

The common sequence of adverbs is M.P.T. or P.M.T.

3.5.9. Answer to the Self Check Exercise :

Answers to Self Check Exercise : 1

1. He looked back anxiously.
2. They went home silently at 4 O' clock in the evening.
3. Babita drinks coffee at home every evening.
4. He queued at the bus stop patiently every day.
5. I saw my friend off at the station at 10 AM this morning.

TYPES OF SENTENCES

3.6.1. Types of sentences

We have seen that a sentence has broadly two parts **subject** and **predicate**. The head word of the predicate part is the verb. The verbal group may have more than one verb.

A clause has a sentence like structure i.e. a subject and a verb just like the sentence. A *clause* may be a sentence by itself, or it may form a part of a sentence. Look at the following examples.

1. He works hard.
2. He works hard lest he would fail in the examination.

Example 1 is a *clause* as well as a sentence. But the example – 2 is a sentence having two clauses i.e. (i) *He works hard.* (ii) *Lest he would fail in the examination.*

Study the following sentences :

- 3 . He insisted on his innocence.
4. She must weep or she will die.
5. He insisted that he was innocent.

Notice that sentence 3 contains only one clause with a subject and a verb in the predicate part. We call the verb '*insisted*' the finite verb. So sentence 3 is a simple sentence. But sentences 4 and 5 have two clauses each. Each clause has a finite verb in it. Sentence 4 is a compound sentence and 5 is a complex sentence.

3.6.2 The simple sentence :

Read the following sentences :

- My father **is** a farmer.
- He **works** hard.
- The boy **is** sleeping on the cot.

- All the above sentences contain a subject and a finite verb in the predicate part. A *finite verb* shows tense in a sentence. When we find only one finite verb in a sentence, we call it a *simple sentence*.

- Kinds of simple sentences :

The following are the simple sentences. Study them mindfully.

a) Declarative :

- You are very intelligent.

Declarative sentences are used to make a statement.

b) Interrogative :

- Are you intelligent ?

The speaker is asking a question to the hearer in the above example. So interrogative sentences are used to ask questions. Look at the following sentence.

- Where do you live ?

It is also an interrogative sentence. The sentence is used to ask a question. So there are two types of interrogative sentences. They are Yes – No type interrogative and the Wh-interrogative sentences.

- Are you intelligent ? (Yes – No type)
- Where do you live ? (Wh – word interrogative)

C) Imperative :

- Read the following sentences :
- Post the letter. (order)
- Please save me from ruin. (request)
- Let us go out for a picnic. (suggestion)
- Be a good boy. (advice)
- March forward. (command)

- The above sentences express *an order, a request, a suggestion, an advice, a command* respectively . We call them imperative sentences. In these sentences the subject “you” is understood.

D) Exclamatory :

- Study the following sentences :
- - How cold it is !
- - How beautiful you sing !
- - How fast time flies.!

- The above sentences express *surprise, admiration, sorrow* and other feelings in an emphatic way. They are called *Exclamatory sentences*.

Self Check Exercise - 1

Say whether the following sentences are *declarative, interrogative, imperative or exclamatory*.

1. What a wonderful piece of luck !
2. Let the boys go home now.
3. He will come first this time.
4. My sister is a doctor.
5. Do you like ice-cream ?

6. Open the door.
7. What a fine singer she is !
8. Isn't she sincere ?
9. Please get me a cup of tea.
10. Who broke the window ?

Self Check Exercise – 2

Read the above sentences in Exercise – 1 and write out the finite verbs.

3.6.3. The Compound Sentence

Read the following sentences :

1. He ran fast, *but* could not win the race.
2. He could not come, *for* he was ill.

In the above sentences the words *but*, and *for* are conjunctions. They join two sentences into one. Each of these two sentences has two clauses as well. They are Independent clauses. They can stand as sentences on their own. They on the other hand, are known as the co-ordinating clauses and the conjunctions are called *coordinators*.

Sentences in which two or more independent clauses / Co-ordinating clauses are joined by co-ordinators are known as compound sentences.

Look at the following list of some co-ordinators.

and, or, yet, still, for, both— and, otherwise, so , therefore, nevertheless, either... or, neither... nor not only. But also etc.

Self Check Exercise – 3 :

Underline the **co-ordinators** in the following sentences.

1. You may go home or stay here.
2. He is not rich, yet he is happy.
3. You must do your home task, otherwise you will be fined.
4. I gave the beggar not only some money but also some food.
5. She is so weak that she cannot walk.
6. You can meet me either at home or in the office.
7. The oldman could neither read nor write.
8. He got a first class, nevertheless he couldn't get admission in a college.
9. I am very tired, for I have been working all day.

Self- Check Exercise – 4

Read the sentences in exercise – 5 and separate the clauses.

The complex sentences

Study the following sentences :

- It is obvious (*that*) he is innocent. (Non clause)
- I found the book which you wrote. (Relative Clause)
- He will visit me when he comes here. (Adverb clause)
- Each of the above sentences has two clauses.
- Let us put them into A and B Columns.

A

It is obvious

(that) he is innocent.

I found the book

which you wrote

He will visit me

When he comes here.

B

The clause in **column A** in each case, is an independent / main clause. But the clause in **Column B** in each case is *dependent* or the *main clause* in **column A**. So the clauses in Column B are known as subordinate clauses. That which and when are the subordinate conjuncts.

Sentences which consist of a **main / independent clause** and one or more subordinate clauses are called **complex sentences**.

Subordinate clauses are of three kinds:

- (i) **The Noun clause**
- (ii) **The Relative clause**
- (iii) **The Adverb clause.**

(i) **The Noun clause :**

Study the following sentences.

- Tell me *what you are going to do.*
- I didn't know *where should I go.*

The clauses in italics are sub-ordinate clauses. They are used in places of Noun Phrases . So they are known as *Non Clauses*.

(ii) **The Relative Clause :**

Look at the following sentences :

- He is only person *who understands me well.*
- The bananas *that / which I bought yesterday are rotten.*

The clauses italicized are sub-ordinate clauses. Notice that they modify the noun phrases *the only person* and *the bananas* in the above examples. So we call them Relative (Adjective) Clauses. Such clauses function like adjectives and they usually come after the Noun Phrases.

(iii) **The Adverb Clause :**

Compare the following sentences :

- He will visit me *soon.*
- He will visit me *when he comes here.*

- In the above sentence *He will visit me soon*. The adverb **soon** modifies the verb **visit**. Likewise the clause *when he comes here* modifies the verb '**will visit**' in the sentence. So it is called an Adverb Clause. The word '**when**' is a sub-ordinate conjunction here. Adverb clauses are of different kinds.

Look at the following list and study the subordinators.

before, after, until, till, since, as soon as, since, as (because) unless, as if so... that, in order that, so that, whether or if etc.

Self Check Exercise -5

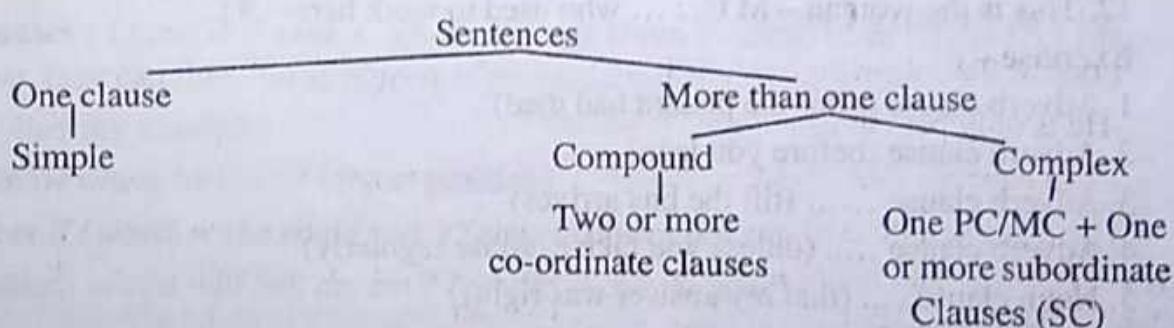
Break up each of the following sentences into separate clauses. Identify the main clause and subordinate clause :

1. The doctor came after the patient had died.
2. Look before you leap.
3. We will wait here till the bus arrives.
4. You will not keep fit unless you do exercise regularly.
5. The teacher told me that my answer was right.
6. The umbrella which was lost has been found.
7. He said that he was tired.
8. They admired the girl who was well dressed.
9. The boys returned home when the sun set.
10. Where he lived is a mystery to us.
11. The children whom we praised were delighted.
12. This is the woman who used to work here.

Self Check Exercise - 6

Now name the sub-ordinate clauses in the above **Exercise - 3** whether non-clause or *relative clause* or *adverb clause*.

3.6.4. Summary



3.6.5 Glossary and abbreviations

M.C. = Main Clause P.C. = Principal clause S.C. = Sub-ordinate clause

3.1.7 Answers to self -check exercises

Exercise 1 :

- 1) Exclamatory
- 2) Imperative
- 3) Declarative
- 4) Declarative
- 5) Interrogative
- 6) Imperative
- 7) Exclamatory
- 8) Interrogative
- 9) Imperative
- 10) Interrogative.

Exercise – 2

- 1) is 2) go 3) will 4) is 5) do 6) open 7) is 8) is 9) get 10) broke

Exercise – 3

- 1) Or, 2) yet 3) otherwise 4) not only... but also

- 5) So.... that 6) either... or 7) neither..,nor, 8) never the less, 9) for

Exercise – 4

1. You may go home, you may stay here.
2. He is not rich, he is happy.
3. You must do your home work, you will be fined.
4. I gave the beggar some money, I gave the beggar some food.
5. She is very weak, she can not walk.
6. You can mean me at home, you can meet me in the office.
7. The old man could not read, the old man could not write.
8. He got a first class, he could not get admission in a college.
9. I am very tired, I have been working all day.

Exercise- 5

1. The doctor came – M.C. : ... after the patient had died – S.C.
2. Look – M.C. ... before you leap – S.C.
3. We will wait here – M.C. : Till the bus arrives – S.C.
4. You will not keep fit – M.C. : ... Unless you take exercise regularly – S.C.
5. The teacher told me – M.C. ... that my answer was right. – S.C.
6. The umbrella has been found - M.C. : ... which was lost – S.C.
7. He said – M.C. : ... that he was tired – S.C.
8. They admired the girl – MC. : ... Who was well dressed – S.C.
9. The boys returned home – M.C. : When the sunset – S.C.
10. Is a mystery to us – M.C. ... Where he lives – S.C.
11. The children were delighted – M.C. -..... whom we praised – S.C.
12. This is the woman – M.C. : ... who used to work here – S.C.

Exercise – 6

1. Adverb clause (after the patient had died)
2. Adverb clause (before you leap)
3. Adverb clause (till the bus arrives)
4. Adverb clause (unless you take exercise regularly)
5. Noun clause (that my answer was right)
6. Relative clause (which was lost)
7. Noun clause.... (that he was tired)
8. Relative clause (who was well dressed)
9. Adverb clause (when the sun set)
10. Noun clause (where he lives.)
11. Relative clause (whom we praised)
12. Relative clause (who used to work here)

CLAUSE PATTERNS

3.7.1 Noun clauses

Study the following sentences :

- (i) My grand father told me *a story*.
- (ii) My grandfather told me *that I should be truthful*.

The clause *that I should be truthful* is a Noun clause.

In sentence (i) the noun phrase *a story* is written in italics.

In sentence (ii) the clause *that I should be truthful...* is also written in italic.

The clause in sentence (ii) *that I should be truthful* replaces the noun phrase *a story* in sentence (i) both the sentences are grammatical. Sentence (i) is a simple sentence where as sentence (ii) is a complex sentence (with a subordinate clause). When a clause replaces a noun phrase in a sentence, we call it a **Noun Clause**.

Noun clauses usually begin with **that** or **wh-word**. Those which begin with **that** we call them **that clauses**, and those which begin with a **wh-word** are known as **wh-clauses**.

-That Clauses :

Look at the following examples :

- (i) I believe (*that*) *he was right*
- (ii) The truth is (*that*) *the earth moves round the sun*.
- (iii) *That he is innocent* is obvious (=It is obvious (*that*) *he is innocent*)
- (iv) *The suggestion that the meeting should be postponed* was unanimously accepted.

In sentence (i) above, the *that-clause* (Noun clause) functions as *the object* of the verb *believe*.

Likewise in sentences (ii) (iii) and (iv) *that clauses* are used as *subject complement*, *subject of the sentence*, and *apposition to the noun phrase* respectively.

In sentence (iii) the *that-clause* is used as *the subject* of the sentence. So *that* cannot be omitted here. This type of *that-clauses* are rare in speech. The more common expressions are : It is obvious (*that*) *he is innocent*.

- **Wh-Clauses** : Like a *that-clause*, *wh-clauses* (as Noun clauses) have all the four functions. In addition, they can function as *objects of prepositions*.

Study the following examples.

- i) Do you know *where he lives* ? (object position)
- ii) I asked her *if / whether she could speak Telugu*. (object position)
- iii) The problem is *who will bell the cat* ? (subject – complement)
- iv) *What you say is true*. (subject position)
- v) My question, *who is responsible for our failure*, has not been answered (Apposition to the Noun Phrase "My question")
- vi) I am not aware of *who I coming as the Chief Guest*. (Object of the preposition of)

Self-check Exercise - 1

Join each pair of sentences making one of them a Noun clause. Then identify their functions.

- i) Who will be our team leader ?
I have no interest in it.
- ii) Fate rules our life.
This belief is very common.
- iii) The earth was flat.
People in very old times believed so.
- iv) When will the train arrive ?
The Station Master cannot say it.
- v) He bought me a birthday gift.
This will be admitted by everyone.
- vi) Everyone is aware of the fact.
He betrayed his friend.

3.7.2. Relative Clauses :

Study the following sentences :

1.(a) A boy teased the girl.

(b) The boy is naughty.

Sentences 'a' and 'b' can be combined to form. :

(c) *The boy who teased the girl* is naughty.

Let us look at 'c' more closely.

The clause written in italics is a *Relative Clause*. This relative clause (c.) modifies the noun phrase '*The boy*' and follows the noun phrase. '*The boy*' it modifies. The noun phrase (*the boy*) to which the Relative Clause is related is known as its *antecedent*. Thus *the boy* is the *antecedent* of the relative clause '*who teased the girl*'.

How to form relative clauses

In order to get the **Relative Clause C** from the constructions **a** and **b**, we have to replace **a** boy by a relative pronoun **who**. This rule is called '*Relative pronoun substitution*'.

Let us now see how a relative clause is formed.

a) *The book* is famous.

b) I wrote *the book*.

Step - I : First trace out the two identical noun phrases in both the sentences.

Step - II ; Then replace one of the identical noun phrases with a relative pronoun e.g.

a) *The book* is famous.

b) *which / that* I wrote.

Step - IV : Finally place the relative clause immediately after its antecedent (if it is not in that position)

Example : (a) *The book which / that I wrote* is famous.

We can also say *The book I wrote* is famous.

This is called *Relative pronoun Deletion*.

Let us change one of the following pair of sentences into a relative clause.

-*The Grammarians* must be rewarded .

- They help the learners.

The grammarians must be rewarded. Who help the learners.

The grammarians who help the learners must be rewarded.

Now look closely at the example worked out below.

- The boy is my friend.
- I have borrowed his book.
- The boy is my friend I have borrowed whose book.
- The boy is my friend whose book I have borrowed.
- The boy whose book I have borrowed is my friend. (Surface structure)

Self Check Exercise – 2

Combine the following pairs of sentences by making one of them into a Relative Clause.

1. (a) I know the man.
(b) You told me about the man.
2. (a) This is the boy.
(b) I met him yesterday.
3. (a) They lived in a big house.
(b) It stood on the corner.
4. (a) The story was interesting.
(b) The grand mother told me the story.
5. (a) This is the woman.
(b) She used to work here.
6. (a) The toy is broken.
(b) I bought it for my child.
7. (a) Yesterday a gentleman visited us.
(b) His children go to the same school as ours.

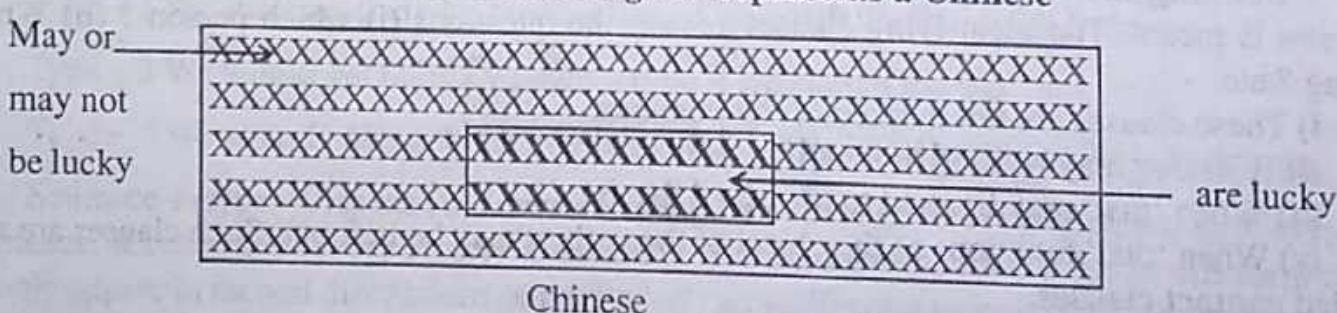
- Defining and Non-defining Relative clauses.

Consider the following sentence.

1. The Chinese who live in Singapore are very lucky.

Mark the diagram.

Each 'X' in the diagram represents a Chinese



Note that the Relative Clause *who live in Singapore* determines the scope of the Chinese under discussion. (Not all Chinese are lucky, only some are). This set of Chinese are *restricted*. So it is known as a **Defining / Restrictive / Identifying Relative Clause**.

Look at the following example :

2. The Chinese who belong to the Mongolian race, have slit eyes.

(=All Chinese belong to the Mongolian race and all of them have slit eyes.)

XXXXXXXXXXXXXXXXXXXXXX	Belong to the Mongolian race
XXXXXXXXXXXXXXXXXXXXXX	Have slit eyes
XXXXXXXXXXXXXXXXXXXXXX	

Notice that the Relative Clause (*who belong to the Mongolian race*) gives the additional information. Two commas are used before and after the Relative clause. It is known as the Non-defining / Non-identifying / Non restrictive Relative Clause.

Non-defining Relative clauses are less frequently used in spoken English. In speech there is always a pause between the antecedent and the non-defining Relative Clause.

Look at some other examples of defining and non-defining Relative Clauses.

1) Mr. Rao, who you met yesterday, is my friend. (non-defining)

2) My brother who is in Delhi is very intelligent. (Identifying) (= One of my brothers is in Delhi, That one is intelligent, no others)

3) My mother, who is in Delhi, is very intelligent. (Non-defining)(=My mother is in Delhi and she is very intelligent)

4) The author who wrote Othello must have been a genius. (Defining)

Self check Exercise – 3

Identify the Relative Clauses in the following sentences and then say whether they are defining or non-defining. Put commas wherever necessary.

1) He wants to read a book which is most unusual for him.

2) This is the best that I can do for you.

3) The car whose owner died in an accident is being sold.

4) Put it on the table which is near the window.

5) My father, who is in England, is a doctor.

6) The boy, whose lunch was eaten by a stray dog, started crying.

7) Don't sit on this chair which has a broken leg.

8) I met Namita, who was my student, twenty years ago.

9) My eldest brother, who is seventeen, has left school.

10) He kept notes of everything (that) he could learn about the country.

Summary

- Defining/Identifying Clause : An *Identifying clause* tells us which particular *thing* or *person* is meant. The identifying clauses answer the questions (i) which person ? (ii) Which thing ? etc.

i) These clauses are not marked off by commas.

ii) *Who/that* may be used to identify a person.

iii) When 'that' may be used to identify a person.

iv) When 'that' functions as the object of the verb, it may be left out. Such clauses are also called *contact clauses*.

In Non-identifying / Non defining Clauses :

i) *Which* is used rather than *that*.

ii) *Which, who* and *whom* are not omitted as they sometimes are identifying (contact) clauses.

iii) Usually *commas* are used *before* and *after* non-identifying clauses.

3.7.3 Conditional Clauses

A conditional clause is a variety of *Adverbial clause*. There are many possible sequences of tense in conditional sentences. But we deal here only the four commonest and the most useful ones to learn initially.

Study the following sentences :

1. If you *heat* ice, it *melts*.
2. If we *catch* the 9 o'clock train, we'll get there by lunch time.
3. If we *caught* the 9 o'clock train, we *would* get there by lunch time.
4. If we *had caught* the 9 o'clock train, we *would* (could / might etc.) have got there by lunch time.

Each of the sentences may be divided into two parts :

Type-0 (a) If you *heat* ice

(b) It *melts*.

Type - 1 (a) If we *catch* the 9 o'clock train

(b) We *will / shall* get there by lunch-time.

Type-2 (a) If we *caught* the 9 o'clock train,

(b) We *would* (could / might etc.) get there by lunch time.

Type-3 (a) If we *had caught* the 9 o'clock train.

(b) We *would* (could/ might etc) *have got* there by lunch-time.

Part-a of each of the above examples (introduced by 'if') is called the *conditional clause*. It states the **condition** that must be satisfied before Part - b May be true.

Part - b of each sentence is called the *main / principal clause*. The two parts of each sentence may be written in reverse order with no change in meaning, though the conditional clause tends to become less emphatic when placed second.

Type - 0 – Ice melts if you heat it.

Type - 1 We shall get there by lunch – time if we catch the 9 o'clock train.

Type - 2 We would get there by lunch – time if we caught the 9 o' lock train.

Type - 3 We would have got there by lunch time if we had caught the 9 o' clock train.

Sentence 1 (type - 0) is the statement of universal truth or general validity, and in this type of sentence, if corresponds closely in meaning to when (ever). Statements in this form commonly appear in factual discussions or particularly scientific and technical materials. The tenses in both the conditional and the main clauses (simple present form) are the same. This sentence may be written in the past tense with a similar correspondence between the verb forms in the two clauses.

- *If I made a promise, I kept it.*

Note : If the conditional clause is written first a comma is used after it.

Type - 2

- (i) If we *catch* the 9 o' clock train, we shall (can , may, will etc.) get there by lunch time.
- (ii) If you *wake up* before me, *give* me a call.

In these sentences, the conditional clauses represent *Open Conditions*. That is, conditions that may or may not be fulfilled. We make such statements when the action or event mentioned in the conditional clause is being actively considered, or is under discussion, or appears likely to happen.

Note : that *will* and *shall* are not used in a predicative sense in the conditional clause, even though it is the future that is referred to.

- Summary of forms : (If) Present tense, (Main) future or imperative.

- Variations :

Type - I

- When *will / shall* means willingness / unwillingness / agreement / co-operation / insistence, 'if' goes with a *will / shall*.

Examples :

- If you *will* permit me to take your handkerchief, I'll punch holes in it. (*will* = willingness)
- If my brother *will* mix with the bad boys, I have no way out. (insistence)
- If my brother *will not* do it, I'll do it by myself. (unwillingness / refusal)

So, in the above sentences *will / shall* does not (as a modal) represent possibility in the future.

Type - 2

Examples :

- (a) If we *caught* the 9 o' clock train, we *would* (could / might etc.) get there by lunch time.
- (b) If I *came* into a fortune, I *would give up* working.
- (c.) If I *knew* how it worked, I *could tell* you what to do.

In the above sentences, the conditional clauses represent in sentence 'a' possible, sentence 'b' imaginary / hypothetical, sentence 'c' contrary to present fact. The verb form in the conditional clause represents the attitude of the speaker towards the condition. It *doesn't represent time*, which is indicated (*if at all*) by other elements in the context or situation.

Sentence 'a' is more suppositional. The speaker either regards catching that train as improbable, or he wishes to put forward in a more tentative or polite way the suggestion of catching it.

Sentence 'b' is much more hypothetical. It is a form of day dreaming in which we all indulge attimes.

Sentence 'c' presents a totally imaginary or unreal situation with reference to the time of speaking. Here the meaning of the sentence 'c' is, in fact, I don't know how it works, So I can't tell you what to do.

Type - 3

- (a) If we *had caught* the 9 o'clock train, we *would* (could / might etc.) have got there by lunch time (=we didn't catch the 9 o' clock train, so we didn't get there by lunch time.)

This sentence is completely hypothetical, and represents what is contrary to past fact. In this case, the past perfect tense is to indicate past – unreality.

Self-check Exercise – 4

Complete the following sentences :

- | | |
|---|---------------------------------------|
| (1) If he comes early..... | (2) If I go to Agra |
| (3) If I had gone to Delhi, | (4) If I went to Delhi, ... |
| (5) We shall wait for you if | (6) We would wait for you if |
| (7) We would have waited for you if | (8) She could catch the train if |
| (9) She would have caught the train if | (10) She will catch the train if |

Self Check Exercise – 5

Answer the following questions in complete sentences :

- (1) Will you go to school if the bus doesn't come ?
- (2) Would you eat and drink all the time if you were a king ?
- (3) Would they have won the match if Mahesh had not come ?
- (4) Will she pass the examination if she doesn't work hard ?
- (5) Would you fly in the sky if you were a bird ?

3.7.4. Answers to Self Check exercises

Exercise – 1

- i) I have no interest in who will be our team leader.
- ii) That fate rules our life is very common.
- iii) People in very old times believed that the earth was flat.
- iv) The Station Master cannot say when will the train arrive.
- v) This will be admitted by everyone that he bought me a birthday gift.
- vi) Everyone is aware of the fact that he betrayed his friend.

Exercise – 2

1. I know the man who you told me about.
2. This is the boy whom I met yesterday.
3. They lived in a big house which stood on the corner.
4. The grandmother told me the story which was interesting.
5. This is the woman who used to work here.
6. The toy which I bought for my child is broken.
7. Yesterday a gentleman visited us whose children go to the same school as ours.

Exercise – 3

- 1 Defining, 2. Defining, 3. Defining, 4. Defining, 5. Non-defining, 6. Non defining,
7. Defining, 8. Non-defining, 9. Non-defining, 10. Defining.

Exercise – 4

- | | |
|---|--------------------------------------|
| 1. I will accompany him. | 2. I will see the Tajmahal. |
| 3. I would / could have enjoyed myself. | 4. I would / could meet you. |
| 5. If you come in time. | 6. You came by the Nilachal Express. |
| 7. You had come with snacks. | 8. She came in time. |
| 9. She had come in time. | 10. She comes in time. |

Exercise – 5

1. If the bus does not come, I will go / would go to school.
2. If I were / was a king, I would not eat and drink all the time.
3. If Mahesh had not come, they would not have won the match.
4. If she doesn't work hard, she won't pass the examination.
5. If I were a bird, I would fly in the sky.

PREPOSITION

3.8.0 Introduction:

1. I saw a man **at** the gate. 2. He works **in** a shop.

Now look at sentence 1. There is a small word 'at' in between two noun phrases **a man** and **the gate**. This small word shows how the first noun phrase is related to the second one. In the second sentence the small word 'in' shows how a noun phrase is linked to a verb. These types of small words are called prepositions which may link two noun phrases or link a noun phrase with an event.

3.8.1 Preposition (Time) :

- At:** 1. Before a time expressing exact moment of time.

- i. Meet me **at** 10 AM tomorrow. I saw a thief entering our house **at** midnight.

Other expressions are, **at midday**, **at noon**, **at present**, **at the moment**, **at the same time**, **at breakfast**, **at dinner**, **at lunch time**, **at night** (=during any night) but **in the night** (=during a particular night)

2. Before a very short period of time and public holiday.

- i. I met with him **at** Christmas. ii. What are you doing **at** this weekend?

- On:** 1. Before a particular day Example: The meeting is **on** Monday.
2. Before dates Example: The meeting is **on** 21st of this month.
3. Before part of a day Example: The meeting is **on** Monday morning.

- In:** 1. Before longer period of time Example: I was born **in** 1970.

Some other expressions are: **in the past**, **in spring**, **in future**

2. Before parts of the day Example: Meet me **in** the morning.

Expression without **at**, **on**, **in** : Example: See you next week. I am free this evening.
Meet me tomorrow.

Normally we do not use **at**, **on**, **in** before the words **next**, **last**, **this**, **that**, **one**, **any**, **each**, **every**, **some**, etc.

On time/ In time: The meeting is **at** 2 pm. Ram got there **at** 1.50 pm. The boss arrived **at** 2 pm. So Ram was **in** time but the boss was **on** time.

'**in time**' refers to a sometime before the stipulated time, '**on time**' says something happened at the point of time.

(since + beginning point of time) Example: I have been waiting here **since** 6 a.m.

'**Since**' is used if we want to measure duration from a starting point up to the present or up to a past time that we are talking about.

For: (for + time period) Example: I have been waiting here **for** two hours. '**For**' is used before a time expression that refers to a **period of time**.

3.8.2 Preposition (Place):

At: Example: I saw him at the bus stop. A beggar is standing at the gate. The bird sat at the window.

‘at’ is used to talk about a place we think of as a point rather than an area. It gives an idea of one dimension, just a point.

1. Example: I started my journey from Sambalpur. My destination is Puri. Now I am at Bhubneswar.

‘at’ is used to express the idea that you have a temporary halt on your way to your destination.

On: 1. Example: Don’t write anything on the wall. There is a label on the bottle. He stood on the roof. Alexander found himself on an unmanned island (Small Island).

‘on’ is used before a two dimensional place having length and breadth but no height.

2. Example: He works on a farm. He lives on the school campus. Labourers are working on this tea plantation.

‘on’ is used if the place of work is not a building.

3. Example : He came on the bus. He will arrive on the 2 pm train. I went to the shop on my bike. **On** is used to talk about travel using public transport (bus, train, plane, boat)

4. Example : London is on the Thames. Cuttack is on the Mahanadi. There is temple on the river.

‘on’ is used before the rivers to express the position on the bank of it.

In: 1. Example : He is in this room. My shop is in this building. The boss is in his chamber.

‘in’ is used for position inside a three dimensional space having length, breadth, and height.

2. Example : He lives in this village. Everyone wants to have a house in a city.

He found himself in an island (big island)

When no specific place is named we can use ‘in’.

1. Example : He is in the USA now. My brother lives in Mumbai.

‘in’ is used before the names of large land areas.

‘Above’ and ‘Over’ are used to say that one thing is at a higher level than another. If the thing is directly overhead, ‘over’ is used otherwise to express higher position ‘above’ is used.

‘below’ and ‘under’ are used to express a lower position. If a thing is directly below some other thing ‘under’ is used. It is opposite of ‘over’.

‘Between’ is used with two or more people or things that we see as individual or separate. ‘Among’ is used for people or things as part of a group or mass. The members are not specified individually. When there is a comparison, we prefer ‘between’. Example : There are lot of differences between his view, my view and your view.

Self Check Exercise: 1

THE GHOST STORY

A little deer lived _____ a jungle. He loved playing. Every day, he went _____ the jungle _____ his friends to play. There was a big lake in the jungle abounded _____ thick bushes. The animals told their young ones not to go there as they believed that the place was infested _____ ghosts. Children were told that ghosts have big teeth. They eat away animals. They possess big nails and long hair. They vanish _____ their will and appear when they feel like.

The little deer had never seen a ghost and so he did not believe them. His friends too were told the same thing and therefore they did not venture _____ the lake.

One day, the deer was adamant to see the ghost. He left the place _____ the afternoon itself and started walking _____ the lake all _____ himself. After walking some distance, he could see the lake. The bushes _____ the lake were also visible. He remembered what his parents had told him _____ ghosts. The deer was a little scared. Suddenly, he could see a strange bear like animal _____ the bushes who was circling the lake. He looked _____ him very carefully. While circling this animal started doing sit ups. The deer was surprised _____ this sight. Though scared, the deer gathered courage and walked up. He reached the spot to find no one except a branch of a bush moving up and down.

3.8.3 Summary

Prepositions may link two noun phrases or link a noun phrase with an event.

A single preposition may have three meanings. It may be related to time, place or other meaning..

3.8.4 Answers to the Self Check Exercise

Answer to Self Check Exercise:

In, into, with, in, with, at, near, in, towards, by, around, about, in, at,

THE PASSIVE

3.9.0 Introduction:

Rasmita was the monitor of her class. One day she saw Mita breaking a table in the class. As monitor it was her duty to report to the teachers. But Mita was her friend and she did not want to break friendship with her. So she could not think what to do. She did not want to say the name of Mita. She took the advice of Eepee, another friend. Eepee told her a secret sentence. She went to the teacher and said "Sir, a table was broken in our class." And this served the purpose.

Now look at the sentence Rasmita said to the teacher '*A table was broken in our class*'. While saying this Rasmita put more emphasis on what happened and who was the sufferer of the action rather than who did the action (doer of the action).

This structure is known as Passive Structure.

3.9.1 Structure of Passive:

1. Ram killed Ravana.
2. Ravana was killed.

In 1- the speaker wants to put emphasis on Ram , the doer of the action . So he puts Ram at the front position. This type of structure is known as Active Structure. In 2- The speaker wants to put more emphasis on the sufferer of the action. Ravana . So he places the sufferer of the action (object) at the subject position. But for that a radical change is necessary in the verb phrase. The verb is in 'be + past participle form of the full verb'. This structure is known as Passive Structure.

3.9.3 Transformation of different kinds of sentences:

1. Statements:

Statements having monotransitive verb :

- Active- The clerk is preparing the papers now.
- Passive-The papers are being prepared now.

Statements having di- transitive verb.

- Active – He gave his sister this car.

Passive – 1. His sister was given this car.

2.This car was given to his sister.

Self Check Exercise: 1

- Turn the sentences into passive constructions
- 1. My father built this temple in 1986.
- 2. He is cleaning this room very well.
- 3. They will invite us.
- 4. The boss has cancelled the meeting.
- 5. Manish called me to attend the conference.

Self Check Exercise: 2

- 1. The teacher asked the students three questions.
- 2.The students gave the teacher the right answers.
- 3. Sujan offers me a good job.
- 4. My brother paid the bank all the debt.

Let us now examine what is involved in the transformation of active sentences into passive ones. A series of steps should be observed. We could start with a few sentences in the active

voice, write down their passive forms along their side. Let us look at the following examples :

- 1) Regalin bought the bus ticket yesterday.
- 2) The All India Radio is playing Ravishankar to-night.
- 3) People believed that he was speaking the truth.

In transforming these into their passive forms, we might follow the steps given below.

Step - I

Make the **object** of the active sentence the **subject** of the passive sentence.

So we have here :

1. The bus tickets
2. Ravishankar
3. He

When the object of the active sentence is a clause, find the object clause / phrase in the sentences and make it the subject of the passive.

Step - II

Change the active verb into the passive equivalent by using the past participle form of the main verb.

The tense of 'be' in the passive sentence must be the same as the verb in the active sentence.

Now we have :

1. The bus tickets were bought.....
2. Ravishankar is being played
3. He was believed...

Step - III

Decide whether the subject of the active sentence (the agent) is to be included in the passive construction. If it is, it should be put in after the preposition **by** otherwise it should be deleted, So now we have -

1. The bus tickets were bought by Regalin....
2. Ravishankar was being played by the All India Radio
3. He was believed (Omit the agent)

In fact, over 70/80% of passive sentences found in English have no mention of the active subject or the agent. However there are a few situations in which the agent of the active sentence can be used in the passive.

- (a) When the agent is an important person such as an artist, inventor, discoverer etc.+ we use 'by agent'

- The Oriya Mahabharat was written by Sarala Das.

- The Monalisa was painted by Leonardo da Vinci.

Here the speaker wants to give additional information about the author or the painter.

(b) When the agent is an indefinite person or thing and the speaker thinks that it will provide the listener or reader with new information, We use 'by + the agent'

- The farmer was suddenly killed by a tiger.

- The problem was very difficult, but finally, it was solved by a child.

A tiger and a child are noun phrases whose identity is not definite and clear. For example : In the sentence : "The farmer was suddenly killed by a tiger, the speaker wants to say that the killer was a tiger, not a lion or an elephant.

(c) When the agent is an inanimate (non-living) object or thing and is regarded as something unusual or unexpected we use by + the agent.

- The hostel is run by a robot.

In this sentence a robot is a (non-living) object or thing and is regarded as something unusual or unexpected, we use by + the agent.

- The hostel is run by a robot.

In this sentence a robot is a non-living agent. For this reason the speaker mentions it for the listener. The agent in the passive is commonly accepted as an adjunct.

Step - IV

The final forms in the passive, therefore, are:

1) The bus tickets were bought by Regalin yesterday.

2) Ravishankar is being played by the All India Radio tonight.

3) He was believed to have been speaking the truth.

So we come to know that the passive is not simply another way of expressing sentence in the active voice. If we do the mechanical transformation of the active construction, we will make a great deal of harm.

Sentences having clauses as their object :

Active- We feel that he is the right man for the job.

Passive- It is felt that he is the right man for the job. He is felt to be the right man for the job.

Active- We feel that he was the right man for the job.

Passive- It is felt that he was the right man for the job / He is felt to have been the right man for the job.

i. Verbs like think, believe, feel, etc.:

Active- They believe him to be dangerous. Passive-He is believed to be dangerous.

ii. Verbs like see, make, help, etc.

Active- They made him tell them everything.

Passive- He was made to tell them everything.

Self Check Exercise : 3

Make the following into passives :

1. They laughed at him.
2. The boy fed the cow.
3. The police arrested the thief
4. My brother paid for this toy.
5. Nobody listens to her.
6. They reported that the man was mad.
7. She believed that I was not telling her the truth.

2. Interrogatives:

Yes-No Question :

Active: Has Sita fed the child?

Passive: Has the child been fed?

Active: Did they break the window?

Passive: Were the window broken

Wh- question:

Active: Who has fed the child?

Passive: By whom has the child been fed?

Who has the child been fed by?

Active: Who broke the window?

Passive: By whom was the window broken ?

Who was the window broken by ?

Self Check Exercise: 4

Make the following into passives :

1. Did he keep the book on the table ?
2. Have you finished the work?
3. Are the girls singing a song?
4. Will you open the door?

1. Where did he keep the book?
2. Who has finished the work?
3. Who are singing a song?
4. What will you open?

3.9.4 Use of Passive - Structure:

1. Interest in the action not on the doer of the action:

– The result has not been analysed. The plant has not been watered.

If the speaker is interested in the sufferer of the action and not the doer of the action then he/she uses passive structure.

2. For putting the news at the end.

– Nice picture. Yes, it was painted by my uncle.

3. For keeping the same subject.

– He waited for two hours, and then he was taken to the operation theatre.

In order to keep talking about the same person, we may switch from active to passive and back.

Exercise: 5

4. For unknown and unidentified doer of the action.
 - Major Padmapani Acharya of our Odisha was killed in the Kargil war.
5. When the doer of the action is self evident from the context or situation.
 - Sachin Tendulkar was elected member of Rajya Sabha.
6. In diplomatic and bureaucratic usage.
 - The matter has been referred to a higher committee.
You are requested to submit your report on or before the coming Monday.
7. In the language of science (experiment, discoveries, and intention)
 - A bottle is used in preparing Hydrogen.
8. Notice, hoarding etc.
 - Mobile sets are sold here.
9. Disowning responsibility.
 - Harish: Sir, why is there a delay in my final pension ?
Officer: But, it has already been sent to the A.G. office.

3.9.5 Summary

- The base form of Passive Structure is **be + verb** in Past Participle form
- This structure is used when the doer of the action is insignificant.

3.9.6 Answers to Self Check Exercise -1 : Answers to the Self Check Exercise: 2

1. This temple was built in 1986.
2. This room is being cleaned.
3. We will be invited.
4. The meeting has been cancelled.
5. I was called to attend the conference.

1. The students were asked three questions.
Three questions were asked to the students.
2. The teacher was given the right answers.
The right answers were given to the teacher.
3. I am offered a good job.
A good job is offered to me.
4. The bank was paid all the debt.
All the debt was paid to the bank.

Answers to the Self Check Exercise : 3

1. He was laughed at.
2. The cow was fed by the boy.
3. The thief was arrested by the police.
4. This toy was paid for.
5. She is never listened to.
6. It was reported that the man was mad.
The man was reported to have been mad.
7. It was believed that I was not telling her the truth.
I was believed not to have been telling her the truth.

Answer to the self check exercise 4 :

1. Was the book kept on the table ?
 2. Has the work been finished ?
 3. Is a song being sung ?
 4. Will the door be opened ?
- Answers to the Self Check Exercise : 5**
1. Where was the book kept ?
 2. By whom has the work been finished ?
Who has the work been finished by ?
 3. By whom is a song being sung ?
Who is a song being sung by ?

DIRECT AND INDIRECT SPEECH

Read the following paragraph.

Two brothers, Preetish and Satish met Eepee at a meeting. Eepee told the other two, "I met Mita at a marriage ceremony." Then after the meeting they went back home. At home Preetish told his mother that he had met Eepee who said, 'I met Mita at a marriage ceremony'. After an hour Satish came and told his mother that he had met Eepee who said that she had met Mita at a marriage ceremony.

Now look at the statement of Preetish: Eepee said, "I met Mita at a marriage ceremony" He told his mother the exact words of Eepee. This kind of speech is known as **direct speech**. In this case the exact words of the speaker are kept within *inverted commas*. The verb just before or after the inverted comma is known as the *reporting verb*. Generally a comma (or a Colon) is used after the reporting verb if it is used before the inverted comma. Again the first letter of the first word after the inverted comma must be capital. Here the reporting verb is 'said'. But we don't put the comma if the reporting verb is after the inverted comma. Example: *Eepee said, "I met Mita at a marriage ceremony."* But '*I met Mita at a marriage ceremony*' said Eepee.

Eepee said that she had met Mita at a marriage ceremony. While reporting to his mother, Satish expressed the same idea or gave the same information as Preetish gave but he changed certain words. This kind of speech is known as **Indirect Speech**.

3.10.1 General rules for changing Direct Speech into Indirect Speech

1. Change in pronoun speech speaker		Person spoken to	The person spoken about
D.S	I/We/You/He/She/They said	to Ramesh,	"I was wrong"
I.D.S	I/We/You/He/She/They said	to Ramesh	I/we/you/he/she/they had been wrong.
D.s	I/We said	to Ramesh,	"We were wrong"
I.D.S	I/We'said	to Ramesh that	we had been wrong
D.S.	You/He/She/They said	to Ramesh	"We were wrong".
I.D.S.	You /He/She/They said	to Ramesh that	You / They had been wrong.
D.S.	I/We/You/He/She/They said	to Ramesh,	"You were wrong".
I.D.S.	I/We/You /He/She/They said	to Ramesh that	He had been wrong.
D.S.	I/We/She/He/They said	to you,	"you were wrong".
I.D.S.	I/We/He/She /They said	to you that	You had been wrong.
D.S.	You /He/She/They said	to me / us	You were wrong.
I.D.S.	You /He/She/They said	to me/us that	I/We had been wrong.
D.S.	I/We/You/He/She/They said	to him /her	"You were wrong".
I.D.S.	I / We / You / He/She/They said	To him/her/they that	He / She / They had been wrong.

Note : D.S. = Direct Speech, I.D.S. = Indirect speech.

There may be some other changes in pronoun like this.

2. Change in Tense:

D.S. He says, "I am really happy." I.D.S He says that he is really happy.

D.S. He will say, "I am really happy." I.D.S He will say that he is really happy.

If the reporting verb is in its Present Tense Form, the tense of the verb group does not change.

If the reporting verb is in its Past Tense Form, the tense of the verb group changes as per the table.

SL.No.	Direct Speech	Indirect Speech	Direct Speech	Indirect Speech
1.	Simple Present	Simple Past	Simple Past	Simple Past / Past perfect
2.	Present Progressive	Past Progressive	Past Progressive	Past Perfect
3.	Present Perfect	Past Progressive	Past Perfect	Progressive
4.	Present Perfect Progressive	Past Perfect	Past Perfect	Past Perfect
5.	Modals	Progressive Modals	Progressive	Past Perfect progressive
.	Ex. He said, "I will/shall/can/may build houses"	Ex. He said that He would / should / could / might build houses.		

But if the quoted structure is a scientific/ universal truth, the tense form remains unchanged.

Example: The teacher said, "The earth moves round the sun."

The teacher said that the earth moves round the sun. He said "Water has no colour."

He said that water has no colour.

3. Changes in Demonstrative and Adverbial of Time

Certain changes are to be made in demonstrative and time and place adverb while reporting.

D. S	I.D.S	D. S	I.D.S	D. S	I.D.S
This	that	Ago	before	Tomorrow	the next day/the following day
Here	there	Now	then	Yesterday	the day before/the previous day
These	those	Today	that day	Tonight	that night
Next	The following	Last	the previous	Thus	in that way

4. Changes to be made in case of different kinds of sentences:

1. Declarative Sentences:

D.S He said, "The novel is quite interesting."

I.D. He said that the novel was quite interesting.

Whilereporting a Declarative Sentence, the usual verb is 'say' and 'that 'is used after it.

2. Interrogative Sentences:

DS He said, 'Is the novel quite interesting?'

IDS He asked /questioned/wanted to know if / whether the novel was quite interesting.

DS He said, "What are You doing?"

IDS He asked /questioned/wanted to know what I was doing.

Look at the first sentence. The quoted structure is a yes/no question. In case of this type of sentence, the reporting verbs of the Indirect Speech are usually used with ask/question/want to know etc. Then 'that' is not used. In place of that if/whether is used. The question is turned into a statement. The finite verb follows the subject.

The second sentence is a wh-question. It can be turned into indirect speech by beginning the quoted structure with a wh-word and then making it just like a statement. While changing Direct Speech into Indirect Speech the question mark (?) is not used and the sentence ends with a full stop (.) only.

3. Imperative Sentences:

DS He said, 'Please, give me your pen.'

IDS He requested me to give my pen.

The usual reporting verbs for imperative sentence are *request/ entreat/ order/ command/ advise/ admonish* etc. While reporting 'that' is not used. We just put a 'to' before the verb to make it an infinitive.

4. Exclamatory Sentences:

He said, "How beautiful the rainbow is!" He exclaimed that the rainbow was very beautiful.
He said, 'What a tall building this is!' He exclaimed that was a very tall building.

3.10.2 Self Check Exercise

Read the dialogue and report it to one of your friends.

Mother: "Did you see Gulu anywhere?"

Chiku: "No, I didn't".

Mother: "Now I have to meet sage Ram Das".

Chiku: "Has Gulu gone with him"

Mother: 'No, but sage Ramdas will readout some hymns and tell me where Gulu has gone'

Chiku: "God knows why people get impressed with that man. Whereas, he is number one cheat".

3.10.3 Summary

Reporting may be of two types

o The exact words of the speaker: Direct Speech

o Reporting the information with some other words: Indirect Speech

3.10.4 Answers to the Self Check Exercise

Mother wanted to know if Chiku saw Gulu anywhere. Chiku said that he had not. Mother told Chiku that she had to meet sage Ram Das. Chiku inquired if Gulu had gone with him. Mother replied that no she had not, but sage Ramdas would read out some hymns and enquired where Gulu had gone. Chiku could not understand why people got impressed with that man whereas, he was number one cheat.

PUNCTUATION

3.11.0 Introduction:

Punctuation is the set of conventions. They help us to comprehend a text. The signs which are called Punctuation Marks separate the text to different sections. They do the same duties as pauses and intonation pattern do in spoken form of language.

3.11.1 Different Kinds of Punctuation Marks

Full stop (.) =The small dot (.) is usually used as a marker of the end of a sentence.

It is also used in abbreviations. — Mr./ Mrs.

Comma (,)= It indicates a short pause in a sentence.

— Please sir, give me a kilo of sugar, two liters of oil, four cakes of soap and a kilo of potatoes.

Question mark (?)= It is used to indicate a question. — Who are you?

Exclamation mark (!) = Used after exclamatory sentence.

— How tall the building is! (How + adj.)

Colon (:)= Used to introduce a list of things

— In the fair the child saw so many attractive things: sweet, balloons, roundabout, etc

Semi colon (;)= Used to separate two clauses closely related.

— To err is human; to forgive is divine.

Dash (-)= Used to indicate a break in the flow of thought.

— He met me - of course I have not a good relationship with him-and greeted me with a hello.

Capital letters (ABC.....)

1. Used for the first letter of a Proper Noun – I met Ramand Manoj on my way to Puri.

2. In case of the quoted structure of a direct speech

the first letter begins with a capital one. — He said, "Have a nice day sir".

3. To write abbreviated words : – IPS,-IAS, BBSR etc.

4. The first letter of each word of a title.

— "How Much Land Does A Man Need"

Apostrophe (')=Used to mark the relationship of possession.

— Mira's brother entered into Raghu's house and stole his son's bicycle. It is used to make short form of word Ex. don't =do not

Hyphen (-)=Used to join two or more words into one unit. Ex. A sixty-year-old man

3.11.3 Self Check Exercises : 1

Let's try to punctuate this piece of text

let me sleep in the hall father Swami pleaded your office room is very dusty and there may be scorpions behind your law book
there are no scorpion little fellow sleep on the bench if you like
can I have a lamp burning in the room
no you must learn not to be afraid of darkness it is only a question of habit you must cultivate good habit
will you at least leave the door open
all right but promise you will not roll up your bed and go to your grannys side at night
if you do it mind you I will make you the laughing stock of your school

3.11.4 Summary

Punctuation is the set of conventions which help us to comprehend a text. Punctuation marks separate the text in different sections.

3.11.5 Answers to the Self Check Exercise :

"Let me sleep in the hall, father," Swami pleaded. "Your office room is very dusty and there may be scorpions behind your law books."

"There are no scorpion, little fellow. Sleep on the bench if you like."

'Can I have a lamp burning in the room?"

'No. You must learn not to be afraid of darkness. it is only a question of habit. You must cultivate good habit

'Will you at least leave the door open?"

"All right. But promise you will not roll up your bed and go to your granny's side at night. If you do it, mind you, I will make you the laughing - stock of your school."

SUBJECT - VERB AGREEMENT (CONCORD)

3.12.1 Introduction:

1. I am going to school now.
2. I was going to school yesterday.
3. We/You/They are going to school now.
4. We/You/They were going to school yesterday.
5. He/She/Ram is going to school now.
6. He /She/Ram was going to school yesterday.

Now look at the sentences. The finite verb changes with the subject. The finite verb changes with the person/ number of the head noun of the noun phrase. This matching between the subject and the predication verb is called **agreement**.

3.12.2 Subject-Verb Agreement in different contexts:

1. Example : He and I were playing.
Gold and silver are precious metals.
Example: Bread and butter is his favourite food. (one idea)
The novelist and poet is dead.(one person)
However, when the nouns in a subject are thought of as different units, verb in its plural form is used.
Example: Bread and butter are charged separately. The president and the secretary have been requested to attend the meeting
2. Example : *Either a man or a woman is in this room.*
Neither a man nor a woman is in this room. Not only Ram but also his friends are coming.
Either you or he has to do the job.
3. Example : The teacher with/ as well as/ in addition to/ along with his students is here.
The labourers with/ as well as/ in addition to/ along with their master are injured in the accident.
4. Example : *There is a book on the table.*
There is some water in the pot.
There are five books on the table.
(Verb goes with the real subject)
5. *Three times three is nine.*
Example : Two plus two is four.
6. *A lot of/ A great deal of/ Most children are playing here.*
7. Example : *Thirty miles is a long distance.*
Fifty thousand is a huge amount for me. Four weeks is a long vacation.
When an expression of *amount, distance, weight, height, or time* is spoken as a unit, the verb is singular.
8. Example : *The cattle are grazing.*
The police have arrested the thief.
Some nouns like *cattle, police* etc, always take plural verbs. But *police man* takes singular verb.
9. a. *My family lives in Puri.*(total family as one unit)
b. *My family are your former students.* (here family= family members)

- a. The committee has decided to do it.
 (here committee= whole committee as a one unit)
- b. The committee have different opinion about
 this matter.(committee= individual members)
10. Example : One of my friends lives in Cuttack.
11. A herd of cows is grazing in the field.
 Example : One third two/thirds of the crop has been damaged.
 One third/two thirds of the children are absent today.
 If the subject begins with a fraction, the verb usually agrees with the noun that follows.
 It takes plural form. But if the subject begins with the number of it, takes singular verb.
12. Example : The number of Govt. Schools is increasing
 Example : A number of children are suffering.
13. A number of cows have been sold.
 Example : *Both the boys are good.*
Many were called but few were chosen.
14. Example : Most of the girls have failed. Most of the money has been spent.

3.12.2 Self Check Exercise

Your teacher wants to check your knowledge about the subject verb agreement. So he has intentionally changed the verbs of the following paragraph from 'The Ultimate Safari' by Nadine Gordimer. Make them correct.

Of course, there are a roof- the tent are the roof, far, high up. It are like a sky. It are like a mountain and we am inside it; through the cracks paths of dust lead down, so thick you think you could climb them. The tent keep off the rain overhead but the water come in at the side and in the little streets between our places you can only move along them one person at a time- the small kids like my little brother plays in the mud. You has to step over them. My little brother do not play.

3.12.3 Answers to the Self Check Exercise:

Of course, there is a roof- the tent is the roof, far, high up. It is like a sky. It is like a mountain and we are inside it; through the cracks paths of dust lead down, so thick you think you could climb them. The tent keeps off the rain overhead but the water comes in at the side and in the little streets between our places you can only move along them one person at a time- the small kids like my little brother play in the mud. You have to step over them. My little brother does not play.

3.12.4 Summary

The verb of a sentence has to agree with the person and number of the Subject Noun Phrase.

Reference for Further Reading

1. Michael Swan:
2. Martin Hewings
4. John Eastwood
5. Tickoo and Subramaniyan

- 'Practical English Usage'
- 'Advance English Grammar'
- 'Oxford Practical Grammar'
- 'A Functional Grammar'

- Oxford University Press
- Cambridge University Press
- Oxford University Press
- Frank Brother

Unit - 4

Sounds of English

- 4.1. Introduction
- 4.2. Objectives
- 4.3. Consonants
 - 4.3.1 Consonant Sounds
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- 4.5. Problem Sounds of English for Odia Speakers
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 - Section D : Syllable and Stress
 - 4.5.13 Monosyllabic, Disyllabic and Polysyllabic words
 - 4.5.14 Primary and Secondary Stress
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 - 4.6. Learning Phonetic Symbols for Transcription
 - 4.6.1 Transcription for Pronunciation
 - 4.6.2 Using Dictionary
 - 4.6.3 Self Check Exercises
 - 4.6.4 Summary
 - 4.7 Answers to the Self Check Exercises
 - 4.8 References for further reading

4.1 Introduction:

You have studied units on prose, poetry and language items . What similarity do you find among all these? All these units help language learning which requires enough oral practice. Without enough oral practice one cannot learn a language. For that, one must be familiar with the spoken form. Every language has its own way of spoken form/ pronunciation. In order to understand this, let's pronounce the following words in English.

Try to pronounce the following words-

put, cut what, this , walk, chair, chemist, bread, tear, leave, laugh, book, door, column, psychology, yatch

Did you feel any difficulty in pronouncing these words?-----

Why? -----

Do you listen to BBC/ CNN broadcasting in English?

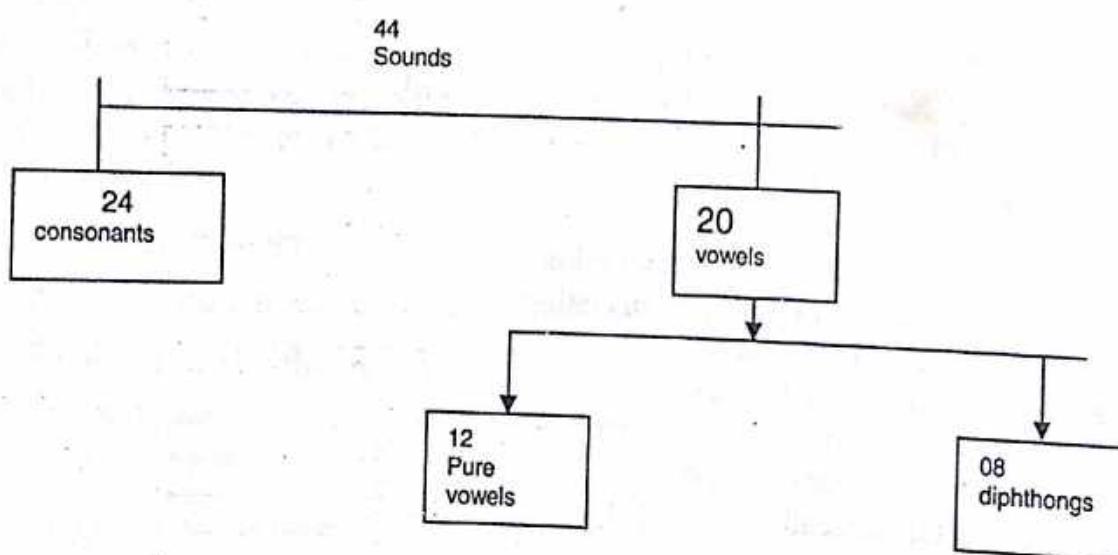
Do you understand that English? Probably not. It is because their way of pronunciation is different from that of yours. In your mother tongue Odia you pronounce the words according to their spelling which usually does not happen in English.

This unit will provide solution to this. You will know what sounds are there in English language and how to pronounce them correctly.

There are only 26 letters in English language But do you know how many speech sounds are there in English language?

There are 44 speech sounds in English language out of which 24 are consonant sounds and 20 are vowel sounds. These vowel sounds are of two types. They are 12 pure vowel sounds and Monophthongs and 08 Diphthongs.

Speech Sounds -44



4.2 Objectives:

- pronounce the consonant and vowel sounds of English correctly, in isolation and in words;
- differentiate between consonant and vowel sounds;
- identify the problem sounds and have practice about them;
- transcribe monosyllabic, disyllabic and polysyllabic active words.

In order to know the mechanism of the above 44 speech sound production and the differences between various contrasting sound categories, you have to be acquainted with the different organs of speech required for the production of these speech sounds.

The following diagram shows all the organs of speech involved in speech production except the lungs and the diaphragm which are situated further down the body.

Organs of Speech:

The energy for the production of speech is generally provided by the air stream coming out of the lungs in various ways with the help of our organs of speech in order to produce any speech sound.

4.3.1. Consonant Sounds:

The speech sounds during the articulation of which the air from the lungs does not escape freely or continuously or through the mouth are 'consonant sounds'.

Activity :

Try to pronounce the words given in the box :

pen, bed, tea, did , cat, get , chin , June, fall, voice, thin, theri, so, zoo, she, vision, how, man , no, sing, leg, red, yes, wet,

You see all the words in the box above have consonant sounds in the initial position. They may occur in the medial or at the end position also. While producing the consonant sounds there must be closure, partial closure or sufficient narrowing in the mouth / cavity and thus the air passes through various speech organs with obstruction and also without obstruction.

The following table shows the 24 consonant sound symbols given between two slant bars(/) followed by the words having that sound in different positions,i.e. initial, medial and final.

CONSONANT SOUNDS:

Symbols	Initial position	Medial position	Final position
/p/	paper	pepper	tap
/b/	bun	rubber	tube
/t/	ten	kitten	kite
/d/	doll	lady	bind
/k/	king	locket	luck
/g/	gun	wagon	bag
/f/	fun	nephew	laugh
/v/	van	marvel	love
/θ/	thin	athlete	teeth
/ð/	those	together	bathe
/s/	sing	basic	bus
/z/	zero	business	buzz
/ʃ/	ship	precious	fresh
/ʒ/	genre	television	garage
/h/	home	behave	
/tʃ/	chips	picture	church

/dʒ/ -	jug	magic	judge
/m/	moon	admire	dream
/n/	noon	candle	train
/ŋ/-		hunger	ring
/l/	life	balloon	goal
/r/	road	arrow	
/w/	warm	between	
/j/	yellow	beyond	

Activity:

- (a) Repeat the words:

/p/ --pin--pen	/s/-sea---school
/b/ --bin---ban	/z/-zeal---zip
/t/ ---tin---ten	/ʃ/-she---show
/d/-done-down	/θ/-measure-pleasure
/k/-cot---cat	/h/-hat---how
/g/-got---goat	/m/-me---man
/tʃ/-china-chin	/n/-note---nil
/dʒ/-june-judge	/ŋ/-thing---string
/f/-fan----fit	/l/-lie---lie
/v/-van---voice	/r/-red---road
/θ/-thirty-think	/j/-yet---you
/ð/-this--that	/w/-wall---what

- (b) Write an appropriate symbol representing the underlined letters in the space provided. The first one is done for you:

- | | |
|---------------------|-------------------|
| 1. Church-----/tʃ/ | 6. Joy = |
| 2. Age -----= | 7. Cheer = |
| 3. Chair = | 8. Choose= |
| 4. Jam = | 9. Rage = |
| 5. Chore == | 10. Choke = |

- (c) Given below are two symbols representing two different sounds. Examples are given against each. Write four more words with each sound:

/θ/ /ð/ /ʃ/ /z/

- | | |
|--------------------|------------------|
| 1. Pressure | 2. Vision |
| 3. Treasure | 4. Bathe |
| 5. Composure | 6. Rush..... |
| 7. Shall | 8. Those |
| 9. Shout | 10. Visual |
| 11. Thought | 12. Health |

- (d) Put 1,2 or 3 against the word in which any one of these sounds occurs.

/ʃ/ /θ/ /w/

1	2	3
---	---	---

Example: Yesterday = 1

- | | |
|------------------|-----------------|
| (a) Yet | (b) White |
| (c) White | (d) Bring |
| (e) Yellow | (f) Sink |

- (e) Given below are two symbols representing two different sounds. Examples are given against each. Write four more words with each sound:

	/θ/
1.	think
2.
3.
4.
5.

- (f) Given below are some lines. Recite them and enjoy.

1. Batty bought a bit of butter , but the butter was too bitter
So, Batty bought a bit of butter, to make the bitter butter better.
2. Peter piper picked a peck of pickled paper.
3. She sells sea shells on the sea shore.

4.3.2. Classification of consonant sounds:

You know there are 24 consonant sounds in English. These consonant sounds can be classified into different categories according to the characteristics they have.

Characteristics of consonant sounds:

- i) The consonant sounds may be voiced or voiceless.
- ii) The place of articulation may be at the lips, teeth, alveolism, palate, velum or glottis.
- iii) The manner of articulation may be plosive, affricate, nasal, lateral, frictionless continuant or semivowels.

Depending upon these three characteristics each of the consonant sounds can have a three-term level. You can arrange them in a table as shown below. The left hand sound in each box is voiceless and the right hand one is voiced. You should not use slant bars // , which change the letters into sounds in order to avoid confusion.

place of articulation manner of articulation	Sibilant	Labio dental	Dental	Alveolar	Post alveolar	Palatal	Velar	Glottal
Plosive	p b			t d			k g	
Affricate					tʃ ɖ			
Fricative		f v	θ ð	s z	ʃ ʒ			h
Nasal	---	m	---	n	---	---	ŋ	
Lateral	---	---	---	l	---	---	---	
Frictionless	---	---	---	---	r	---	---	
Semivowels	---	---	---	---	---	j	w	

Plosives:

/p/ as in 'pen' is a voiceless bilabial plosive.

/b/ as in 'bed' is a voiced bilabial plosive.

The sound /p/ and /b/ are pronounced by bringing together the two lips and releasing them immediately.

/t/ as in 'ten' is a voiceless alveolar plosive.

/d/ as in 'den' is a voiced alveolar plosive.

You can produce sound /t/ and /d/ by bringing the tongue touching the position between the roof of the mouth (hard palate) and the soft palate at the rear of the mouth.

Activity :

Practise the above plosives in pairs:

/p/	/b/	/t/	/d/	/k/	/g/
Pin	bin	Tin	din	Cane	gain
Pad	bad	Tale	dale	Crew	grew
Pig	big	Ten	den	Cold	gold
Peach	beach	Tell	dell	Cot	got
Pit	bit	Tune	dune	Come	gum
Pill	bill	Try	dry	Class	glass

Affricates:

/tʃ/ as in 'chin' is a voiceless post-alveolar affricate.

/dʒ/ as in 'June' is a voiced post-alveolar affricate.

For these two sounds there is a closure just behind the alveolum. But instead of a sudden release there is a slow release of the trapped air stream. These symbols look like two symbols but they are single consonant sounds.

Activity:

Pronounce the following words:

/tʃ/ child, chair, chain , chalk, chance , change

/dʒ/ job , jail, jam, joy, gender, general, germ

Fricatives:

/f/ as in 'fan' is a voiceless labio – dental fricative.

/v/ as in 'van' is a voiced labio-dental fricative.

The sounds /f/ and /v/ are articulated by the inside of your lower lip making contact with the upper teeth.

/θ/ as in 'thin' is a voiceless dental fricative.

/ð/ as in 'then' is a voiced dental fricative.

For these two sounds /θ/ and /ð/ you pass the tongue lightly under the upper teeth. When the articulatory organs are released air passes out with a hissing sound.

/s/ as in 'sun' is a voiceless alveolar fricative.

/z/ as in 'zoo' is a voiced alveolar fricative.

To produce the sounds /s/ and /z/ your tongue brushes against alveolar ridge just behind the teeth. For /s/ it is a buzzing sound.

/f/ as in 'shoe' is a voiceless palato-alveolar fricative.

/θ/ as in 'vision' is a voiced palato-alveolar fricative.

Your tongue touches the middle of the hard palate to pronounce these two sounds /f/ and /θ/.

/h/ as in 'horse' is a voiceless glottal fricative.

You can produce the sound /h/ by the narrowing of the vocal chords (glottis) and the air passing out through them.

Activity:

/f/ and /v/		/θ/ and /ð/		/s/ and /z/		/dʒ/		/tʃ/ and /ʒ/	
Fan	Van	Cloth	Clothes	See	She	Jug	Zoo	Vision	
Fail	Veil	North	Northern	Saw	Shaw	Wage	Busy	Measure	
Fast	Vast	Thin	Thine	Sip	Ship	Joke	Noise	Pleasure	
Fine	Vine	Path	Paths	Save	Share	Bridge	Says	Invasion	
Few	View	Bath	Bathe	Soup	Shop	Prize	Zero	television	
Safe	Save	Mouth	Mouths	Seep	Sheep				

Nasals:

/m/ as in 'mummy' is a voiced bilabial nasal.

/n/ as in 'none' is a voiced alveolar nasal.

/ŋ/ as in 'sing' is a voiced velar nasal.

You can produce the sound /m/, /n/, and /ŋ/ with the nasal passage kept open. The place of articulation of /m/ is the same as that of /p/ and /b/, of /n/ is the same as that of /t/ and /d/ and of /ŋ/ is the same as that of /k/ and /g/.

Activity :

Pronounce the series of words:

/m/ -man, mother, mile, come, committee, must, mango,

/n/- nun, night, nih, nil, name, manner, tin,

/ŋ/- king, sing, song, monk, sink, link, tank, wrong

Lateral :

/l/ as in 'leg' is a voiced alveolar lateral sound.

As your tongue blade touches the roof of the mouth, air escapes from the sides of your tongue while producing the sound /l/.

Practise the sound:

/l/- light, lamp, long, lily, leaf, leader, luck, hall

Frictionless continuant:

/r/ as in 'red' is a voiced post-alveolar frictionless continuant sound.

You can produce the sound /r/ by the tongue moving close to the roof of the mouth behind the teeth ridge but actually touching it. In British English /r/ becomes silent in the medial position of a word if followed by a consonant sound and also at the final position of a word.

Activity :

Pronounce the following words:

/r/-rat, right, rough, rabbit, rock, radio, father, mother, car, bird, card, turn,

Semi-vowels:

/j/ as in 'yes' is a voiced palatal semi-vowel.

/w/ as in 'wet' is a voiced velar semi-vowel.

/j/ and /w/ are semi-vowels. They are pronounced like /i:/ and /u:/ respectively. Their manner of articulation is just like vowels. But they work like consonants within syllables. For /j/ sound your tongue moves towards the palate but not touching it. To produce /w/ sound your lips get rounded and then spread. There is no contact between any of the articulatory organs. /j/ ceases to be a voiced sound if it follows /p/, /t/ or /k/. Some people use /tʃ/ in place of /tj/; /dʒ/ in place of /dj/ as in 'opportunity' and 'education'.

Activity:

Read the words aloud:

/j/- yak, yet, yes, you, yellow, year, university, European,

/w/-water, watch, wave, way, sweep, sweet, swim,

4.3.3 Self Check Exercises:

1. Read the sentences and write if the statements are True or False:
 - (a) English language has 26 letters and 44 sounds. ()
 - (b) Languages are primarily meant to speak. ()
 - (c) One letter cannot represent more than one sound. ()
 - (d) There are six plosive sounds in English. ()
 - (e) The sound /h/ is an affricate. ()
 - (f) /w/ and /j/ can come in the final position of a word. ()
2. How many consonant sounds are there in English language?
3. Read the words aloud and write them in the column of the sound which they belong to:

reason, machine, has , is, just, shady , sorry, jail, college, seat, sharp, sleep, jam, much, village, lunch, English, teach, wash, sun, shine, sugar, busy,

4.

/s/	/z/	/j/	/w/	/h/

Write two examples for each of the given consonant sounds:

/θ/	/ð/	/ʃ/	/w/	/g/	/h/

4.3.4. Summary:

After going through this unit you came to know that English language has 26 letters out of which there are 5 vowel and 21 consonant letters. But they produce 44 sounds. These 44 sounds are divided into 24 consonant sounds and 20 vowel sounds. Again the 20 vowel sounds are subdivided into Pure vowel or Monophthongs (12) and (8) Diphthong. There is no one to one relationship between the letters and sounds in English always as it is there in our mother tongue. One letter can produce many sounds and one sound can be produced by many letters. These sounds are written between two slant lines, i.e. /k/. So though it appears like letter ' k ', it is the sound /k/. You can learn the pronunciation of English words by learning these sounds. Mostly the consonant sounds are described in this section. You are also made aware of the speech organs, manner of articulation of the consonant sounds , voiced and voiceless consonants etc.

4.4. VOWEL SOUNDS:

A vowel sound is a speech sound ,during the articulation of which the air that we breathe out of our lungs escapes (a) freely and (b) continuously through the mouth without any obstruction any where along the oral passage.

As you know vowel sounds are of two kinds :

- (a) Pure vowels or Monophthong
- (b) Vowel glides or Diphthongs

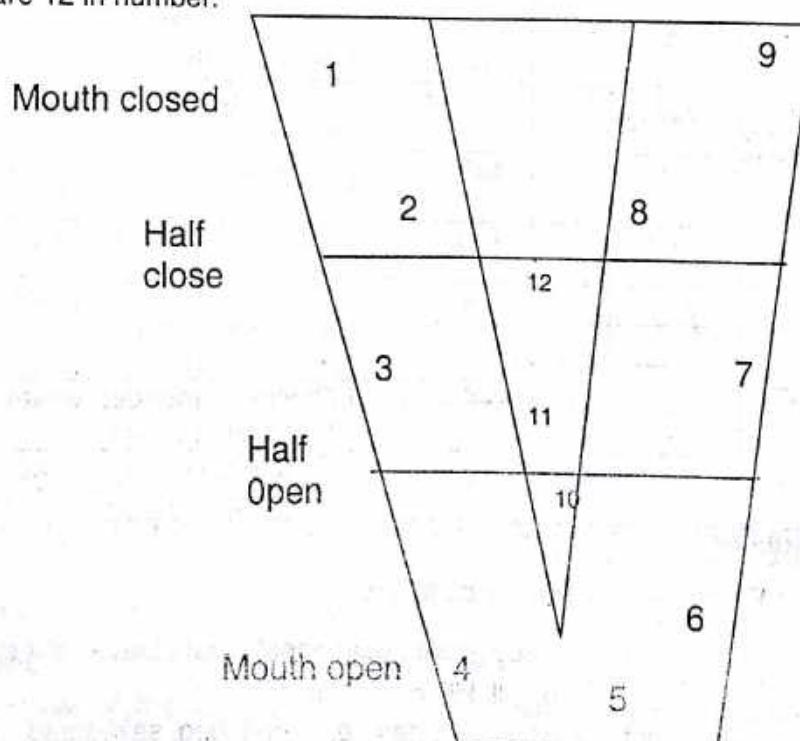
Moreover , all vowels are voiced sounds, i.e. there is vibration in the vocal cords when they are pronounced.

4.4.1 Pure vowels or Monophthongs:

Activity : Try to pronounce the words given in the box:

see, sit, set, sat, last . lost, caught , too, full, cut . girl, about

All the words in the box have vowel sounds. While pronouncing these words you try to prolong the vowel sounds in 'see' , 'caught' and 'too' as much as you can.. You will realize that for the entire duration of articulation these vowels don't change their quality. It sounds the same for the entire duration of its articulation,. Such vowels of unchanging quality are called 'pure vowels' or Monophthongs and they are 12 in number.



Imagine a graphical representation of our mouth cavity, just like the latitude and longitude on atlas or a globe. Let's divide the mouth in 3 parts : Front, Center, and Back. Similarly, consider 4 degrees of opening : Close, Half-close, Half-open and Open. The graph below shows the position of all pure vowels in the mouth. But this graph does not give any information about the point we consider while describing a vowel- the position of the lips, which becomes rounded or unrounded at the time of production of the Pure vowels.

Like consonant sounds, we can give short descriptive labels for vowels. Each such description is made up of three terms and is therefore called a three term label.

First term—Part of the tongue (front, center, back)]

Second term—Height of tongue (close, half-close, half-open, open) raised towards the roof of the mouth.

Third term—Position of the lips (round, unround)

Given below, in the form of a table, are the pure vowels. The vowel sounds with two dots (:) are long vowels and others are short vowels.

sl no	Pure vowel symbols	As in (example)	Three -term label
1	/i:/	seed	Front close unrounded vowel (long)
2	/ɪ/	sit	Centralized front unrounded vowel between close and half-close or centralized front unrounded front
3	/e/	set	Front unrounded vowel between half-close and half-open
4	/æ/	sat	Front unrounded vowel just above open or front open unrounded vowel
5	/ɑ:/	last	Back open unrounded vowel (long)
6	/ɒ/	lost	Back rounded vowel just above the open position or back open rounded vowel
7	/ɔ/	caught	Back rounded vowel between half-close and half-open
8	/U/	full	Back rounded vowel between close and half-close or back rounded vowel just above half-close
9	/U:/	fool	Back close rounded vowel (long)
10	/ʌ/	cut	Central unrounded vowel between half close and half open (long)
11	/ɜ:/	girl	Central unrounded vowel between half close and half open (long)
12	/ə/	about	Central unrounded vowel between half close and half open

Activity:

(A) Read the following words aloud:

1. /i:/ sea, see, key , seat , beat, meet meat , leave , sheep
2. /ɪ/ bit, sit, lip, bill, kill, bin, it live, ship,
3. /ə/ pet, get, men, set, hen, ten, bend, beg, said, head
4. /æ/ hat, cat, rat, man, apple, tap, bag, marry,

5. /ɑ:/ car, arm, calm, father, last, heart, cart, march
6. /ɒ/ pot, got, top, hot, box, sorry, want, cot, ox
7. /ɔ:/ caught, court, bought, or, four, all, ball, door,
8. /U/ foot, look, cook, book, should, put, full, stood,
9. /U:/ boot, tooth, fool, June, shoe, soup, rude, loot,
10. /ʌ/ bus, cut, but, must, tub, hut, bun, lunch
11. /ɜ:/ 'search, girl, bird, turn, pearl, shirt, world,
12. /ə/ about, again, ago, bitter, among, polite

(B) Write the appropriate symbol representing the underlined letter(s) in the space provided.

The first one is done for you:

1. Wanted	/ɒ/	6. Lock
2. Police	7. Foolish
3. Bury	8. Flood
4. Month	9. Firm
5. Art	10. Effort

Read out the words:

/ɑ:/	/æ/
Heart, hat,	bard, bad

/ɒ/	/ɔ:/
Pot, port,	cot, caught

/ʌ/	/ɜ:/
Bud, bird, ton, turn,	

/ɪ/	/ʊ/
Ship, sheep,	cot, caught

(D) Recite the following:

- i) How much of wood
Would a woodpecker peck
If a woodpecker could peck wood?
- ii) I feel a funny feel
A funny feel I feel
If you feel the feel that I feel
I feel the feel that you feel.
- iii) Don't trouble trouble unless trouble trouble troubles you
If you trouble trouble,
The trouble will trouble you.

4.4.2. Classification of Pure Vowels:

There are three criteria for classifying vowels:

1. According to the part of the tongue used during their articulation vowels are classified into 3 type
 - a) Front vowels: /ɪ/ /e/ /æ/
 - b) Back Vowels: /ɑ/ /ɒ/ /ɔ/ /U/ /U:/
 - c) Central Vowels: /ʌ/ /ɜ:/ /ə/
2. According to the height of the tongue raising towards the roof of the mouth vowels are classified into –
 - a) Close Vowels
 - b) Open Vowel
 - c) Half – close vowels
 - d) Half – open vowels

But there is a very important point to remember. These four classificatory categories are convenient reference of vowels. No vowel in English is a half close or half open vowel. The tongue can fall between half close and half open, close and half close, half open and open.

3. According to the position of the lips during their articulation vowels are divided into two categories :

a) Unrounded vowels : /ʌ/ /ɪ/ /e/ /æ/ /ɔ:/ /ʊ/ /ɒ/ /ə/

b) Rounded vowels : /ɒ/ /ɔ:/ /ʊ/ /U:/

You can also classify the pure vowels in terms of short and long vowels:

a) Short vowels: /ɪ/ /e/ /æ/ /ɔ:/ /ʊ/ /ʌ/ /ə/

b) Long vowels: /ʌ:/ /ɑ:/ /ɔ:/ /U:/ /ɒ:/ /ʊ:/

Activity:

- a) Pronounce the following pairs of words:

/ɪ/	/l:/	/ɔ:/	/ʌ/	/ɒ/	/ʊ:/
-----	------	------	-----	-----	------

Pit	bit
Sit	seat
Live	leave
It	eat
Rich	rrach

Not	nut
Hot	hut
Boss	bus
Collar	colour
Cross	crush

Cot	caught
Cock	cork
Pot	port
Shot	short

/ʌ/	/a:/	/e/	/æ/	/U:/	/U:/
-----	------	-----	-----	------	------

Cut	cart
Come	calm
Hut	heart
Much	march

Men	man
Well	wall
Letter	latter

Full	fool
Pull	pool
Could	cooed
To	too

4.4.3. DIPHTHONGS:

Pronounce the English words 'high' and 'cow'. Prolong the vowels. You will realize when you prolong the vowel /a:/, you hear two distinct vowels. First it sounds like /a/, then it sounds like /ɪ/. Similarly, when you prolong the vowel /o:/, first it sounds like /o/ and then it sounds like /U/. When we articulate such vowels the tongue first takes the position necessary to articulate one vowel and then quickly moves or glides to another position necessary to articulate another vowel. Such vowels are called complex vowels or vowel glides or diphthongs.

Now articulate the word 'doing' /du:ɪŋ/ slowly; several times if necessary. You will realize that during the articulation of this word, after /d/, the tongue first takes the position necessary for the articulation of /u:/ and then quickly glides or moves to the position necessary for the articulation of /ɪ/. But this movement or glide is not considered a diphthong. This is because the first vowel /u:/ belongs to the first syllable (part of a word which contains one vowel sound) of the word and the second vowel /ɪ/ belongs to the second syllable. A vowel glide, if it has to be considered a diphthong, must belong to one syllable.

A diphthong can, therefore, be defined as a vowel glide within a single syllable.

There are eight diphthongs in English sound system. The description of the diphthongs are given below:

S.no.	Diphthong	As in (example)	Description
1	/eɪ/	Face	A glide from unrounded vowel between half open and half close to a front unrounded vowel between close and half close.
2	/aɪ/	Ice	A glide from a front open unrounded vowel to a front unrounded vowel between close and half close.
3	/ɔɪ/	Oil	A glide from a back rounded vowel between half close and half open to a front unrounded vowel between close and half close.
4	/aʊər/oʊər/	Cow	A glide from a back open unrounded vowel to a back rounded vowel between close and half close.
5	/əʊ/	Go	A glide from a central unrounded vowel between half close and half open to a back rounded vowel
6	/aʊ/	Hear	A glide from a front unrounded vowel between close and half close to a central unrounded vowel
7	/ʌʊ/	Tour	A glide from a back rounded vowel between close and half close to a central unrounded vowel
8	/eə/	Hair	A glide from a front half open unrounded vowel to a central vowel between half close and half open

While pronouncing the diphthong, the second sound is never pronounced so strongly as the first one. The sound is long at the beginning but shortens when it moves into the final position.

Activity:

(A) Read the following words :

/eɪ/	/aʊ/	/aɪ/	/eə/	/ɔɪ/	/aʊər/oʊər/	/əʊ/	/aʊ/
cat	coat	lie	lay	boy	buy	fee	fear
got	goat	why	way	toy	tie	bee	beer
rot	wrote	mile	mail	oil	isle	be	here
cost	coast	dies	days	coined	kind	knee	near
tossed	toast	light	late	toil	tile	me	mere
/eɪ/	/aɪ/	/aʊ/	/eə/	/əʊ/	/aʊər/oʊər/	/əʊ/	/aʊ/
men	main	now	no	rare	rear	sure	shoe
sent	saint	bough	bow(n)	pairs	pears	cure	two
fell	fail	rout	wrote	hair	here	tour	too
sell	sail	town	tone	dare	deer	pure	pew
letter	later			fare	fear		

(B) Fill in the blanks with the appropriate diphthong symbols:

- | | |
|------------------------|------------------------|
| a) boy --- /b...../ | b) beer -- /d...../ |
| c) buy -- /b...../ | d) bare -- /b...../ |
| e) bear --- /b...../ | f) boar -- /b...../ |
| g) bone -- /b...../ | h) both -- /b...../ |
| i) brown --- /b...../ | j) bait --- /b...../ |
| k) boil ---- /b.....:/ | l) beard --- /b.....:/ |

(C) Say whether the diphthongs in the pairs of words given below are the same or different by writing 'S' or 'D', i.e., S=same, D= different

Ex= hear - bear (D), say - they (S)

- | | |
|---------------------|---------------------------|
| a) near—mere () | b) height -- straight () |
| c) goal—goat () | d) tear(n) —tear (v) () |
| e) bare -- bear () | f) no ---snow () |
| g) care —cake () | h) poor—pool () |

(D) Identify the diphthongs in the underlined words in the sentence given below. The first sentence has been done for you:

i) It's time to boil the rice. /aɪ/ /ɔɪ/ /aɪ/

1 2 3 1 2 3

ii) It was not nice to spoil my life. -----

1 2 3 1 2 3

iii) Be careful my dear. -----

1 2 3 1 2 3

iv) Oh! It is so crowded . -----

1 2 3 1 2 3

v) The mail train is late. -----

1 2 3 1 2 3

4.4.5 Self check Exercise:

Q.1. Say whether the following statements are true or false:

i) English language has 24 vowel sounds.

ii) The vowel sounds can be divided into Pure vowel (monophthongs) and Diphthongs.

iii) The gliding consonant sounds are called Diphthongs.

iv) The middle sounds in the word ' gate ' and 'cat' are same.

Q.2. In each of the following groups of words two of the words rhyme. Identify and write them:

i) mile, jail, sell, pile, _____

ii) seem, same, beam, trim, _____

iii) tie, tall, goal, role, _____

iv) tail, tall, goal, role, _____

v) boat, bought-goal, gate, _____

vi) fit, eat, it, light, _____

vii) good, mood, food, mode, _____

viii) bird, heard, head, bead, _____

Q.3. Read the words aloud and write them in the column of the sound which they belong to:

gate, prize, luck, not owl, load, shirt, orange, join, last, bat,

/ʌ/	/a:/	/æ/	/ɜ:/	/ɪ/	/ɔ:/	/əʊ/	/au/	/eɪ/	/aɪ/

4.4.6 Summary:

you came to know about 20 vowel sounds in English; 12 pure vowels and 8 diphthongs. In the pure vowels there are 5 long vowels like /ɪ/, /a:/, /ɔ:/, /u:/, /ɜ:/,. Though there are two vowels like ə and ə in ' Odia ' but they are not pronounced long. So these long sounds in English are problem sounds for Odia speakers. Diphthongs are gliding sounds like ɛɪ and əʊ in Odia. Unlike consonant sounds the vowel sounds occur in different positions in a word.

4.5 Problem sounds of English for Odia speakers:

Most of the English speech sounds are not found in Odia language. But we mistake them as Odia speech sounds and replace them by our sounds. We have been speaking such wrong English for years. Hence, it is important that Odia children must be taught English pronunciation correctly. It is difficult to correct one's wrong pronunciation learnt earlier. But if the correct pronunciation is taught to the small children with a lot of practice from the very beginning they can pronounce English speech sounds correctly.

Moreover, most languages have letters of the alphabet so also our Odia has, which literate users of the language masters. In Odia there is one-to-one correspondence between letters of the alphabet and the sounds they represent but in English that does not always happen. You will know about it in the next section 4.6.1. There, how a particular letter represents different sounds has been

shown. So in English by looking at a word in its spelling form we can not be sure about its pronunciation. That's why Odia speaker face problems in pronouncing the words.

To avoid such problems lets discuss some of the problem sounds in English for Odia speakers. The problems are discussed in three sections.

Section - A

Consonants

4.5.1 Plosives :

Among the six plosives only three aspirated ones /p/, /t/ and /k/ may be problematic for Odia speakers. /p/, /t/ and /k/ become /p^h/, /t^h/ and /k^h/ respectively when they occur in the beginning of stressed syllables.

Example : Punish - /p^hnɪʃ/, Paper /p^heɪpə/

King - /k^hɪŋ/, Cucumber /k^hukumbə/

Time /t^haɪm/, ticket /t^hɪktɪ/

These aspirated sounds are present in Odia i.e. /p^h/ = ପ, /t^h/ = ତ, /k^h/ = କ. But it's a fact that most of the speakers of English don't aspirate the above three plosives which makes little difference in communication in our context.

4.5.2. Affricates :

/tʃ/ and /dʒ/ are two different sounds which are wrongly pronounced by Odia learners as ଚ and ଜ To pronounce them, there should be slow release of the air stream. Hence remember
/tʃ/ ≈ ଚ, /dʒ/ ≈ ଜ

You should have some practice of these two sounds as described in 4.3.2.

/tʃ/		/dʒ/	
Chain	nature	Joy	danger
Cheap	Picture	General	soldier
Chicken	question	Join	suggest
Choose	catch	Judge	bridge
Church	teach	Agent	marriage
Child	watch	Geography	cage

4.5.3. Fricatives :

Except /h/ Odia speakers have problems in pronouncing all other fricative sounds like /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/ and /ʒ/

Though /f/ and /v/ are labio dental fricative sounds we make them bilabial as Odia ଫ and ବ not as labio-dental /f/ ≈ ପ and /v/ ≈ ଭ Now practise the following words.

/pʰ/ /f/

Pale	fail
Packed	fact
Paid	Faid
Paint	Faint
Pair	fair
Pan	fan
Past	fast
Pool	fool
Pull	full

/f/ /v/

Fail	veil
Fan	van
Fast	vast
Fine	vine
Few	view
Feeby	very
Leaf	leave
Proof	prove
Sage	save
Belief	believe

/b/ /v/

Bale	veil
Berry	very
Boat	vote

/b/ /v/

Be	v
Bow(v)	vow
Ban	van

/θ/ and /ð/ are pronounced as θ and ð by Oida speakers. But they are to be pronounced as /θ/ ≈ ʃ and /ð/ ≈ ʒ. Now practise these two sounds as stated in 4.3.2.

/θ/

thank	thought
think	thumb
thief	thread
through	author
method	both
birth	death
earth	south
bath	theory

/ð/

that	brother
this	father
these	mother
those	other
then	rather
the	either
they	although
there	bathe
thus	smoth

/s/ and /z/ are to be pronounced with a sound of hissing snakes and buzzing bees respectively.

Remember, /s/ ≈ ʂ or /z/ ≈ ʐ

Practise the following words.

/s/

song	bus
sip	false
seat	ice
sit	loose
school	peace
son	pass

/z/

zoo	freeze
zero	choose
zeal	his
busy	please
disease	noise
lazy	arise

Fricative /ʃ/ and /ʒ/ are palato-alveolar sounds. In Odia, though we have letter Š but we pronounce it as plain Š and /ʒ/ sound is not there in Odia. These two sounds in English are pronounced in the same place as stated in 4.3.2.

Practise the following words

/ʃ/ /ʒ/

same shame

see she

save shave

seat sheet

self shelf

sell shell

/ʒ/

/ʒ/

division

examination

leisure

sugar

measure

sure

occasion

operation

garage

action

explosion

shine

4.5.4. Nasal

/m/, /n/ and /ŋ/ sounds in English are like Š, Š and Š or Š in Odia. So they face little problem in their articulation. But remember in English /m/ and /n/ sounds are not pronounced in a cluster together as Š.

e.g. column /kələm/ not /kəlam/

Autumn /ɔ:təm/ Not /ɔ:tam/

4.5.5 Frictionless continuant

/r/ is the frictionless continuant sound in English. But it is not like Odia Š. Even in some cases /r/ is not pronounced.

Cat /kæt/. father /fʌ ðə/

But, brush /brʌʃ/, press /pres/

Then, father and mother /fʌ ðə ñ mʌ ðə/

But, father has ... /fʌ ðə hez.../

4.5.7 Semivowels

/j/ and /w/ are consonant sounds but they are described as semivowels because they are articulated like vowels. During the articulation of /j/ the front of the tongue takes up the position necessary for the articulation of a vowel between front close and front half close, depending upon the closeness or openness of the vowel that follows the sound /j/ in the word. The air escapes freely and continuously through the gap between the front of the tongue and the hard palate.

During the articulation of /w/ sound the back of the tongue is rounded towards the soft palate and it assumes the position necessary for the articulation of a vowel between back-close and half close depending upon the closeness or otherwise of the vowel that follows it. Practise the following words :

/j/ /w/

yes water

yet wet

yak wind

yellow wish

yesterday wash

Section B
Pure Vowels (Monophthongs)

4.5.8. Short and long vowels :

In Odia we have letters like ଏ and ଉ but they are not pronounced long rather just like as ଇ and ଌ.

Long vowel sound in Odia are not produced.

As you know in English we have five long vowel sounds like /i:/, /a:/, /ɔ:/, /u:/, /ɜ:/ but Odia speakers pronounce them short. To solve this problem we need a lot of practice of these sounds with the short vowels to realize the difference in articulation better.

Activity : Pronounce the following words.

/i:/	/ɪ/	/u:/	/ʊ/	/ə/	/ɔ:/
beat	bit	pool	pull	cock	cork
deep	dip	fool	full	stock	stalk
eat	it	food	good	cot	caught
heat	hit	boots	books	pot	port
scene	sin	suit	shoot	shot	short
heal	hill	coated	could	don	dawn
feet	fit	fool	full	shore	shorn
sleep	slip				

/ʌ/	/ɜ:/	/ʌ/	/ɜ:/
but	bird	ton	turn
bun	burn	cud	curd
hut	hurt	fussed	first
shut	shirt	thumb	thern
such	search	luck	lurk

Other vowels

/æ/ is often confused with /e/ by some Odia speakers of English. For /æ/ they should open their mouth.

Pronounce the following words.

/e/	/æ/	/e/	/æ/
bed	bad	nen	man
guess	gas	pen	pan
head	had	said	sad

letter	latter	send	sand
met	mat	flesh	flash

To distinguish between /ʌ/ and /ɒ/ we can read aloud the following pairs of words. Lips should be spread for /ʌ/ and rounded for /ɒ/.

/ʌ/	/ɒ/	/ʌ/	/ɒ/	/ʌ/	/ɒ/
bus	boss	hut	hot	duck	dock
cut	cot	luck	lock	stuck	stock
dug	dog	rub	rob	lung	long
gun	gone	shut	shot	wonder	wander

/ə/ is the shortest and weakest vowel sound. It can come in any part of the word. Practise them but make them as weak as possible. Odia speakers make it /e/ in the beginning of a word where as it should be /ə/.

/ə/			
a'bout	a'gain	a'mount	a'wake
a'part	a'go	a'nother	a'bove
a'cross	a'live	a'rise	a'dvice

/ə/ in the middle of the words

'aut <u>umn</u>	'com <u>fort</u>	'cup <u>board</u>	in <u>strumen</u> t
Col <u>ony</u>	'com <u>pany</u>	for <u>mal</u>	offi <u>cial</u>

/ə/ at the end of the words :

af <u>ter</u>	co <u>lour</u>	bro <u>ther</u>	sold <u>ier</u>
cen <u>tre</u>	the <u>atre</u>	raz <u>or</u>	fu <u>ture</u>

Remember, this sound /r/ at the end of a word is not pronounced if it is not followed by a vowel sound.

4.5.9. Diphthongs

Unlike pure vowels, Odia speakers have problems with diphthongs. We have two diphthongs in Odia – like ए and ଓ but in English are you know there are eight diphthongs. Normally Odia speakers stress the first sound not the second one in a diphthong.

They pronounce /eɪ/ as /e/. So practise the following

/e/	/eɪ/	/e/	/eɪ/	/e/	/eɪ/
debt	date	sell	sail	red	raid
fell	fail	tell	tail	chest	chased

get	gate	test	taste	sent	saint
They also pronounce /əʊ/ as /ɔ:/ It is necessary to make a distinction between /ɔ:/ and /əʊ/					
/ɔ:/	/əʊ/	/ɔ:/	/əʊ/	/ɔ:/	/əʊ/
caught	coat	lord	load	four	too
bought	boat	law	low	walk	wake
hall	hole	saw	sew	gall	goal

Another diphthong /ɔɪ/ is pronounced as /œ/ in many cases which is not a diphthong at all.

/ɔɪ/

oil	join	coin	soil	coil	toil
noise	joint	voice	loiter	moisture	toilet

Section - C

Phonological Aspects

Odia speakers have problems in the pronunciation of sounds of plural markers and past tense markers. Let's know the rules for the pronunciation of these two types of markers.

4.5.10 Plural markers

A noun is made plural by adding 's' or 'es' to it. We usually articulate this plural inflection as /s/ where as they should be articulated as /s/, /z/ or /ɪz/ as shown below.

Read these words aloud

/s/	/z/	/ɪz/
cats	bags	buses
cups	chairs	roses
books	tables	branches
trucks	mangoes	churches

Rules :

- words ending with voiceless sounds the plural markers 's' is articulated as /s/ which is not a problem for Odia speakers.
- Words ending with voiced sounds the plural marker 's' is articulated as /z/
- Words ending with /tʃ/, /dʒ/, /s/, /z/, /ʃ/ and /ʒ/ sounds, the plural marker /s/ is articulated as /ɪz/

However the plural markers /s/, /z/ and /ɪz/ are pronounced with weak sound.

Similarly, the Simple present Tense of verbs with third person singular subject also have /s/, /z/ or /ɪz/ sounds. The same pronunciation is also used in apostrophe -s ('s) of different names. For example :

/t/	/d/	/ɪd/
Walks	runs	catches
Prasant's	Prabin's	Ramesh's

Activity : Write the following words in appropriate column in the table.

dogs	notes	churches	judges	girls
cups	boys	oaths	takes	agrees
boxes	cups	wants	Ram's	houses

/t/	/d/	/ɪd/

4.6.11 Past tense Marker

The '...ed' of some verbs in the Past Tense is pronounced as /t/, /d/ or /ɪd/. For example

/t/	/d/	/ɪd/
helped	begged	started
laughed	managed	studied
pushed	robbed	interested
walked	grabbed	motivated

Rules :

- Verbs with voiceless sounds ending, the '-ed' is articulated as /t/.
- Verbs with voiced sound ending, the '-ed' is articulated as /d/.
- If the verbs end with 't' or 'd', the past tense marker '-ed' is pronounced as /ɪd/

Activity :

Put the following verbs in past tense in the appropriate columns under /t/, /d/ or /ɪd/.

stopped, stabbed, looted, added, looked, begged, watched, judged, loved, calmed, banned, pulled, pushed, buzzed, paired, divided, longed.

/d/	/t/	/ɪd/

4.5.12 Silent letters

English language has some peculiar spellings of some words. While pronouncing such words, some letters remain silent. For example –

watch	column	bought	Isle	Christmas
calm	debt	sign	queue	psychology
knife	would	almirah	iron	what
comb	yacht	handkerchief	write	

If you make a habit of looking up such words in a good dictionary the pronunciation of such words can be corrected.

4.5.13 Intonation

In your speech you mainly use rising tone or falling tone. But Odia speakers have some problems with wh-questions. While asking these questions usually they use rising tone. But they should be asked with falling tone normally.

Example : (1) 'Which 'class are you, In ?

which class are you in ?

(2) Who can do this ?

'who can 'do 'this?

4.5.14 Self check exercise

(A) Write the vowel sounds for the underlined part of the words given below :

across - / / magician - / /

drama - / / medical - / /

movement - / / portrait - / /

gracious - / / note - / /

(B) Read the following words and try to pronounce them correctly.

Sons, cakes, pats, houses, sings, bags, finished, climbed, neglected, blessed, quoted, lived.

(C) Say true or false

(a) The suffixes in different words don't have different sounds.

(b) The middle sounds in the words 'gate' and 'cat' are same.

(c) In the word 'wolf' and 'neighbour' the underlined letters are silent.

4.5.15 Summary

Odia speakers have various problems in pronunciation of English words, such as problems with consonant and vowel sounds; plural and past tense markers and silent letters. Such problems can be solved through regular practice with reference to the entries in the dictionary.

4.6 Learning Phonetic Symbols for Transcription:

4.6.1 Transcription for Pronunciation:

You know all the 44 symbols representing 44 sounds for 26 letters in English. We write words according to their pronunciation with the help of these symbols, which you must have seen in the dictionary. These symbols are written within two slant lines and called phonetic transcription. Most of the sound symbols appear like letters in English. But in spelling of a word they are letters and in transcription they are symbols. For example, in spelling 'p' is identified as 'pi' ପ (in Odia),

but in transcription /p/ is pronounced as /pa/ ପ (in Odia). Let's see how these symbols are used to transcribe the words.

Example:

beat -- /bi:t/, Bit -- /bit/

bet -- /bet/, bat -- /baet/

dark -- /da:k/, Pot -- /pɒt/

ball -- /bɔ:l/, king -- /kiŋ/

look -- /luk/, bus -- /bʌs/

girl -- /gɜ:l/, ago -- /əgəu/

no -- /nəu/, sky -- /skai/

time -- /taim/, watch -- /wɒtʃ/

soil -- /soil/, his -- /hɪz/

jug -- /dʒʌg/, noun -- /nəun/

yes -- /jes/, ship -- /ʃɪp/

Activities:

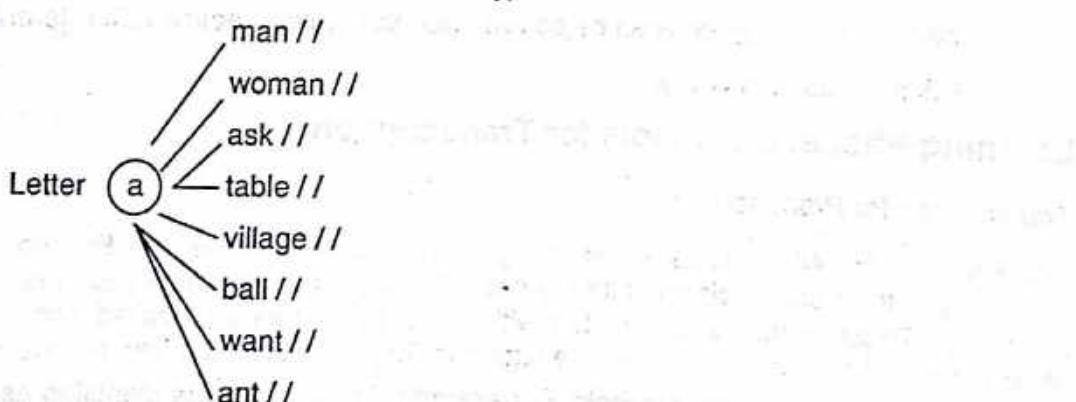
1. Look up the dictionary and transcribe the following words:

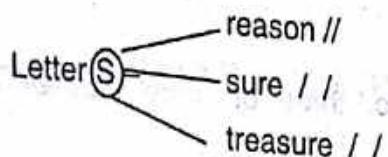
Word	Transcription	word	Transcription
get		creature	
my		bury	
way		asleep	
see		want	
children		useful	
morning		breath	
lion		earth	
human		popular	

2. Write all the 44 consonant and vowel sounds and give a word for each sound.

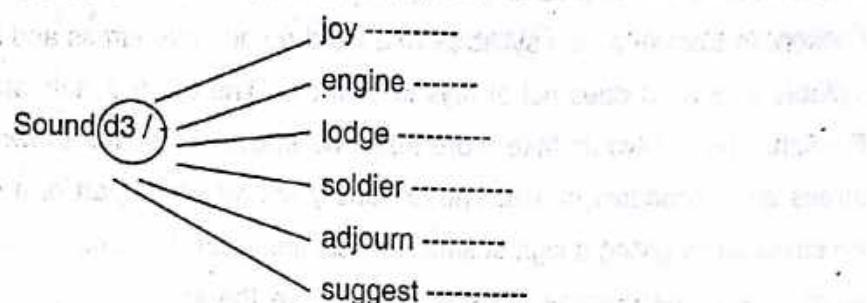
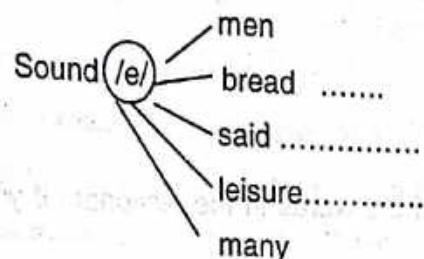
Example : /p/ Pig

- 3(i) Find out the sound that the letter 'a' and 's' produce in the following words.
(you may take the help of a dictionary)





(ii) Find out the letters which produce the sound /e/ and /dʒ/



4.6.2 – Using Dictionary :

You learnt all the 44 sound symbols in English. These are the symbols you find in English to English Dictionary like the 'Oxford Advanced Learner's Dictionary, "Longman Dictionary of Contemporary English'. etc. The symbols are used in the phonetic transcription of the words To know the pronunciation of words you should master the sound symbols and also know about syllable and stress.

(A) Syllable :

All English words have one or more syllables. A syllable is a word or part of a word which contains a vowel sound or a consonant acting as a vowel.

Activity :

Write the number of syllables the following words have.

man (1)	city ()
bread ()	decision ()
father ()	kicked ()
electric ()	examination ()

The above words have either one, two, three or more number of syllables.

Accordingly they are categorised as ---

- (a) Mono-syllabic – man, bread, kicked
- (b) Bi-syllabic – father, city
- (c) Tri-syllabic – electric, decision
- (d) Poly-syllabic – examination

You can see the syllabic division of the words in the dictionary if you look it up.

The letters of a word –

e.g. examination – ex-am-i-na-tion

This shows that the word 'examination' has 5 syllables.

(B) Stress :

Stress means the degree of force put on a part of a word (syllable) when it is spoken. In English all the syllables of a word do not take stress and also the first syllable of a word does not always take stress. There are certain stress rules in English. The big words take more than one stress. They are known as primary stress and secondary stress. The dictionary shows which part of a word should be stressed by giving a sign of small vertical line (I) in the transcription part of the word. The primary stress mark is given above the syllable and the secondary stress mark is given below. Monosyllabic words don't have any stress mark in the dictionary.

Example :

man / t^ʌ ðə mæn/

father / 'f^ʌ ðə /

electric / Ilektrɪk /

reg-u-lar / 'regjule /

ex-am-i-nation / Ig zæmɪ'neɪʃən /

en-er-get-ie / ene'dʒetɪk /

Activity :

1. Make syllabic division of the following words and put them in respective boxes.
bullock, business, dreadfully, remember, vocabulary, wall, memory, menu, dreamt.

Mono-	Di -	Tri -	Poly -

2. Put stress mark in the following transcribed words.

/dredfəl/	/taɪgə/
/dɪʃu:zd/	/taɪmɪtɪərbɪ/
/mɪstɪlk/	/sɪmɪlærɪtɪ/

(C) Strong form and weak form :

From the transcription you can know the strong and weak forms of articles, auxiliary verbs, conjunctions, prepositions, pronouns and other miscellaneous words like 'not', 'sir' etc. such strong and weak forms occur in a sentence in order to maintain the characteristic rhythm of English, that is in order to see that stressed and unstressed syllables do occur at regular intervals of time when you speak or read aloud the language. The strong form of these words are used when they are said in isolation or when the context demands. English is a stress timed language. When there are too many of such words or syllables between any two stressed syllables, they are crowded together and pronounced rapidly. Stressed syllables are pronounced distinctly and clearly, particularly when there are no weak syllables between them. This helps in maintaining the stress timed rhythm of English. If this feature is neglected, the characteristic rhythm of English will be lost and the English we speak will sound un-English.

Some examples of strong and weak forms of such words are given below. The rest you can look up in the dictionary.

Word in Spelling	Strong form	Weak form
not	/nɒt/	/nt/
a	/eɪ/	/ə/
an	/æn/	/ən/
the	/ri:/	/ði/ before vowel /ðə / before consonant
am	/æm/	/m/
is	/ɪz)	/z/
are	/a:/	/ə/
have	/hæv/	/həv/
must	/mʌst/	/məst/, /məs/
will	/Wɪl/	/l/
and	/ænd/	/ənd/
at	/æt/	/ət/

Activity :

Examples of some transcribed sentences are given below. Read them.

1. An apple a day keeps the doctor away

/ən 'æple ə 'dei 'Ki:ps ðə 'dɔ:kər ə'wer

2. I met them at the airport

/aɪ 'met ðəm 'et ðl eəpo:t /

3. The sounds that occur in a language may not occur in another language through both the languages may belong to the same family.

/ðə 'saundz ðət ə'k3:r In ə 'længwld3/mel 'nʌt ə'k3(r) In ə'nʌðə

'længwld3/ ðəu 'bəuθ ðə 'længwld3 mel bl'I:n̩ tə ðə 'selm 'fæmlɪ/

4. All things bright and beautiful.

'All things wise and wonderful.

All things great and small.

The Lord God made them all.

/ɔ:l 'θɪŋz 'bralt ən 'bju:tɪfl/

/ɔ:l 'θɪŋz 'walz ən 'wʌndəfl/

/ɔ:l 'θɪŋz 'greɪt ən 'smɔ:t/

/ ðə 'lɔ:d 'g..d 'mɛld ðm ɔ:l/

4.6.3 Self Check exercise :

- (A) Read out the words form the transcription and write them.

(i) /wUɪ/----

(ii) /a:nə/ ----

(iii) /θri:/ ----

(iv) /ʌd/ ----

(v) /f3:/ ----

(vi) /fu:1/ -----

(vii) /ʃeə/ ----

(viii) /ʌlən / -----

- (B) Complete the transcription of the words.

(i) teach / t--- tʃ/

(ii) serve / S----V/

(iii) pretry / Pr_t __ /

- (iv) pleasure / pl_-3_- /
- (v) mother / m ... /
- (vi) bad / b _-d /
- (vii) church / tʃ_-tʃ /
- (viii) laugh / l -f /

(c) Complete the transcription of the words.

- (i) his / hɪ _ /
- (ii) nice / nɪ :----- /
- (iii) join / -----əɪn /
- (iv) with / wɪ --- /
- (v) wish / Wɪ --- /
- (vi) regular / reg - Uɪə /

(D) (a) There are --- syllables in the word 'opportunity'

(b) Transcribe the word 'Opportunity' and put stressmark(s) in it.

(E) Write the weak forms of the following words.

1. can / ----- /
2. has / ----- /
3. that / ----- /
4. her / ----- /
5. do / ----- /
6. sir / ----- /

(F) Transcribe the following sentences.

- (i) The girls have gone home.
- (ii) Meet my friend and his wife.

4.6.4 Summary :

There are 44 sounds in English. With the help of these 44 sounds you transcribe the words and know their pronunciations. In a dictionary the transcriptions of the words are given after the words within two slant bars with stress mark /'..... / Thus we can learn the pronunciation of English words by learning the sound symbols with reference to the stress on syllables.

4.7 Reading aloud

You read the passages given in the text books aloud for the students in the class. Reading aloud is essentially a part of early reading when the learner has to make a sound symbol correspondence. So before reading aloud a text before the students go through

the text and divide it into small chunks (meaningful units), identify the syllables to be stressed and also the tone to be used for different types of sentences.

Example :

Who are good boys or girls ?/ Good boys or girls are those / who have good manners.
Boys or girls /who speak kindly and gently are liked by all./ Good manners make the man.
You read the above paragraph with pause after each meaningful unit, putting stress on stressed syllables changing your tone as needed.

Exercise.

Choose any paragraph from the text book of class IV or V., divide it into chunks, put stress mark on the stressed syllables and try to read it aloud. Your instructor will help you here, if necessary.

4.8 Answer to the self check exercises

4.3.3.

- 1.(a) F (b) T (c) F (d) T (e) F (f) F

2. 24

3

/ʌ/	/S/	/ʊ/	/dʒ/	/z/
machine	sorry	much	just	reason
shady	seat	lunch	college	has
English	Sun	teach	jam	is
wash			village	
shine				
sugar				

4.

/ɜː/	/ð/	/j/	/w/	/g/	/h/
measure	the	yes	water	gun	hen
treasure	then	yellow	wait	gift	house

(you may write other appropriate words for the sounds)

4.4.5.

- 1.(i) F (ii) T (iii) T (iv) F

2. business – twice

pretty - Twice

cricket – twice

ticket – twice

village – twice

People – once

women – once

baggage – once

three – x

hopeless – x

3.

/ʌ/	/a:/	/æ/	/ɜ:/	/ɪ/	/əɪ/	/əʊ/	/au/	/eɪ/	/aɪ/
lack	last	bat	shirt	orange	join	load	owl	gate	prize
not									

4.

/əʊ/	/U/
/ʌ/	/U:/
/ɜ:/	/a/
/eɪ/	/ɪ/
/e/	/ɔ:/
/e/	/U/

5.

1. mile, pile
2. seem, beam
3. goal, role
4. tie, cry
5. boal, goat
6. mate, late
7. fit, it
8. good, mood
9. bird, heard
10. tail, pale

4.5.13 (A) /ə/, /ə/ /ə/ /ə//ə/ /ə/ /e/ /əʊ/ /ɔ/

(B) /-z/, /-s/, /-s/, /-I z/, /-z/, /-z/ /t/, /-d/ /-Id/, /-v/ /-Id/, /-d/

(c) (a) F (b) F (c) T

4.6.3 (A) 1. wool 2. answer 3. three 4. god 5. should 6. that 7. four 8. zip

9. fool, 10 chair 11. vision 12. she

(b) 1. /tɪ:tʃ/ 2. /tʃɜ:z/ 3. /S3:v/ 4. /ple3ə/

5. /dʒʌdʒ/ 6. mʌðə/ 7. /Prltl/ 8. /bæd/ 9. /la:f/ 10. /æpV/

(c) 1. tame, 2. cry, 3. oil, 4. choice, 5. fear, 6. actual, 7. tea, 8. prize, 9. omlet, 10. narrow

(d) 1. /hɪz/ 2. / hɪs / 3. /nɪ:s / 4. /pralz / 5. /dʒəIn / 6. /wɪð / 7. /wɪʃ / 8. /regiula / 9. /la:f / 10. /hʌn/

(E) 1. /ken/ /kn/ 2. /h eɪz/ / eɪz/ /z/ 3. / ðət/

4. /h eɪ/, / eɪ/, 5. /dU/, /də/ /d/

(F) (a) 5, (b) /ɪɒpə:tju:nətl/.

(g) 1 ðə / g3:lz əv g2:n heum/

2. /mi:t mal frend ənd IZ walf/

4.9. Reference for further reading.

1. A text book of English Phonetics for Indian Students – T. balsubramanian
2. Certificate in Teaching of English, A course in distant mode for secondary school teachers of English (speaking) CIEFL, Hyderabad
3. Impact – II, A 10 day orientation training module for secondary school teacher – CIEFL Hyderabad
4. English (Distance Education programme for untrained elementary school teachers. Self study material. Paper – VII – TE & SCERT, Odisha

Unit : 5

Book Review

5 Structure

- 5.1 Introduction
 - 5.2 Objectives
 - 5.3 How to go for a review
 - 5.3.1 How to begin a Review
 - 5.3.2 Organization and writing
 - 5.3.3 Writing the Review
 - Self Check Exercise
 - 5.4 Sample review of the Book "Malgudi Days"
 - 5.5 Let's sum up
 - 5.6 Answer to Self Check Exercise
 - 5.7 Unit-end Exercise
-

5.1 Introduction

A book review is quite different from summarizing. Summarizing means giving brief information on the events of a particular text. Here the person who is summarizing can't give his own opinions. He is not involved. But a reviewer describes, analyzes and evaluates the event of the textbook. The review conveys an opinion of the reviewer, supported with evidence from the textbook. So here the reviewer involves himself / herself in the review.

5.2 Objectives

After completion of this unit you will :

- be familiar with the procedure of reviewing a book.
- gain practical experience in doing a book review

5.3 How to go for a Review :

5.3.1. How to begin a review :

• Pre-review stage :

- Before reviewing a book an *intensive* reading of the relevant book is a must.
- But before reading consider the following :
 - Look at the title - What does it suggest? Try to guess the contents in the book from the title.
 - Then go to the Preface or Introduction This is an important step because the preface provides important information about the author's intentions and the scope of the book.
 - Look at the Table of Contents. It shows how the book is organized. The main ideas and how they are developed (chronologically, topically, etc.) can be known from this.

- While review stage :

- Here you can start reading the book intensively. While reading, keep in mind the general field :
 - What is the general field/plot on which the book is written?
 - Does the book fit in that field?

- The purpose

- From what point of view is the book written?
- Do you agree or disagree with the author's point of view?

- The contents

- Type of book
- Descriptive (e.g. Is it fundamentally pictorial, impression giving or mood creating?)
- Narrative (i.e. Is it fundamentally chronological, relating characters or events to some ultimate sequence in time?)
- Exposition (i.e. Does it have a thesis, an argument ?)
- ❖ What are the main ideas?
- ❖ How are they developed? (chronologically/ topically/ both/ other)
(Note: The table of contents, chapter headings, and sub-headings are useful in establishing this information.)

- The Authority :

- Author's ideas.

- Are the key words/terms/concepts well defined?
- Is there consistency of ideas inside?
- How well are the ideas developed?

- Areas covered

- Are the areas thoroughly covered ?
- Is the approach simple or studious?

- Areas not covered

- Whether on purpose?
- Is it due to oversight, bias, or other failure?

- How do these omissions affect?

- Author's use of sources

- Is the source new?
- If so, how is it gathered?
- How reliable is the source?

- Existing source

- If the source exists is the primary source seen in new light?
- Critically examine all the relevant secondary sources (i.e., works by other writers on subject)

Is the documentation satisfactory ? (use of footnotes)

- The climax

- Is the climax of the book appropriate or not ?
- Do you like it?

- Author's background and qualifications

- What are they?
- What is his/her race, nationality, origin?
- Now is he/she influenced socially, culturally, religiously, politically, etc.?

- How are the author's early formative experiences?
- What are his academic trainings?
- What is his present position?
 - Whether united literarily, scholastically, religiously, politically, ideationally, etc.?
 - What effect do these have on his work?
 - Is the book written with expertise/ bias/ both?

The Author's Style of Writing

- What is the author's style (Formal/Informal)?
- Whether simple or technical?
- Is it clear/lucid or turgid?
- Is it economical or wordy/verbose?
- Whether logical/reasoned or imaginative/emotional?
- Are all the concepts well defined?
- Any other?

Suitability :

- Is it suitable to the purpose of the author?
- It is appropriate to the subject ?
- Is it suitable for the readers?

● The Format of the book

- Size
 - Is the size of the book suitable?
 - Is it convenient?
- Binding
 - How does the binding look like? Is it durable?
 - Quality of paper
 - Print type
 - How is the printing? Is it quite legible?
 - Is it appropriate?
- Aids to understanding and utilization
 - Whether charts, graphs, maps, statistics, illustrations, photographs (current, clear, related to text) are used in right context?
 - Is the index informative?
- Adequacy tested by looking up number of items
- Bibliography
- Making Notes :
- Always make notes of important aspects as you read the passages It will help you to quote them in your review.

□ Significance of Work in Field

- In comparison to author's other works (if any)
- In comparison to other writers in the area

(Note : The footnotes and bibliography are useful in determining relevant past works.)

- Further work that needs to be done.

After-view stage :

5.3.2 Organization and writing,

After reading the book intensively keeping in view the points mentioned above and acquiring information related to the book from the other sources, the reviewer can proceed to write the book review.

1. The Beginning

The beginning of the review should be impressive.
Begin the writing with a positive remark,

2. The Development

A good review will incorporate description, evaluation, and whenever possible, explanation of why the author wrote so.

It is not essay writing. It differs from an essay with regard to description. It never includes chapters or other divisions; long quotations from the book or other reviews. Of course brief quotations may sometimes be used to illustrate a point.

Review the book you read — not the book you wish the author should have written.

3. Conclusion

Do not comment on minor matters e.g. typographical errors. Instead, try to end the review with an assessment of the strengths and weaknesses of the book. If possible, relate the assessment to the opening remarks of the review so that what results is a neat little package.

5.3.3 Writing the Review :

- Include title, author, place, publisher, publication date, edition, pages, special features (maps, etc.), price, ISBN.
- Hook the reader with your opening sentence. Set the tone of the review. Be familiar with the guidelines — some editors want plot summaries; others don't. Some want you to say outright if you recommend a book, but not others.
- If this is the best book you have ever read, say so — and why? If it is merely another nice book, say so.
- Include information about the author — reputation, qualifications, etc. — anything relevant to the book and the author's authority.
- Think about the person reading your review. Is this a librarian buying books for a collection? A parent who wants a good read-aloud? Is the review for readers looking for information about a particular topic, or for readers searching for a good read?
- Your conclusion should summarize, perhaps include a final assessment. Do not introduce new material at this point.

To gain perspective, allow some time before revising.

Writing a Fiction Book Review

Points to Ponder :

Introduction

About the Author

About the book

Who were the main characters /plot ?

- Were the characters / plot credible?
- What did the main characters do in the story ?
- Did the main characters run into any problem ? Adventures?
- Who was your favorite character? Why?

Your personal experiences

Could you relate to any of the characters in the story?

Have you ever done or felt some of the things, the characters did?

Your opinion :

- Did you like the book? What is the strength/ weakness of the book.
- Which part of the book you like the most?
- Which part of the book you don't like?
- If you are given a chance how would you modify the book?

Your recommendation

- Would you recommend this book to another person?
- What type of person would like this book to recommend ?
- At the end of the review you should write your name.

Self - Check Exercise :

1. What is most essential before a book review ?
2. What aspects are normally considered in a book review ?
3. What are the components under the format of a book ?
4. Is there any scope for personal opinion of the reviewer ?
5. What are the stages on the process of review ?

5.4. Review of the Book 'Malgudi Days' by R. K. Narayan

5.4.1 Introduction

"Malgudi days" is one of the classic collections of stories. In fact this is a collection of best mood of its writer R.K Narayanan. This collection is just like a garland having a number of charming flowers of different colours and size.

5.4.2. About the Author :

R.K. Narayanan, the common name of Rasipuram Krishnaswami Ayyar Naranayanswami, was born in 1906 in the city of Madras. His first novel 'Swami and Friends' came out in 1935 when he was just 29. From this novel a new imaginary city 'Malgudi' was born. He published a number of novels, five collections of short stories, a memoir, four collections of essays, two travel books and some translation of Indian epics and myths. He always liked to write short stories than long novel. In his opinion, short stories give more pleasure to the reader than novel as they get the climax in a short period of time. From writer's point of view they need less labour.

5.4.3 About the Book

This book consists of 32 short stories. They are from two collections of his stories. From 'An Astrologer's Days', 16 stories are taken and from 'Lawley Road' 8. Again there are 8 new stories. All the stories are unrelated and independent. But the place of happening is *Malgudi*.

5.4.4. Main characters / plot and their credibility :

If you read the book *Malgudi Days* and try to find the village in the map you will not find it anywhere. It was in the mind of Narayanan and it was situated in his heart. But it is a very typical city of south India. You can see every common thing here - the astrologer with his cowrie shells, the vendor of fried ground nut, the little Post office, the Vinayak Muduli Street with four parallel streets, a common postman 'Thanappa' who rode on his bicycle to distribute letters, the city X Ray Institute at Race Course Road, the grocery shop etc.

Narayanan draws the picture of Malgudi so naturally that while reading the book you if you were in the village of Malgudi. Malgudi looks like a real village having its permanent inhabitants who are just common folk and doing their natural work.

Where is Malgudi? It could be anywhere. It has no geographical limitation. You can have every thing of Malgudi in your own town or village. You could find most of the characters of Malgudi even in your village. But the difference is that Narayanan's Malgudi shows you the picture of a common village of India in the 1930s. You may not find the disco hall, the computer lab. etc there. If Narayanan is to write a story now, then we may see the imprint of a modern city with a multicultural attitude.

The characters in these stories are very simple and common people. They are not heroes who have some extra ability. There is no king. They all act just like common man. You can see yourself in them. This is the view of R.K. Narayanan about life. You can feel while reading the books that all the characters are interrelated and there is a feeling of affection among them. That was why the post man hid the letter in the story 'The Missing Mail'. Through these stories Narayanan wants to give a message to the reader about their responsibility towards the society. In 'Iswaran' he has pointed out the pressure of examination on tender minds of children.

5.4.6 Adventure :

In most of the stories in this book 'Swami' a child is the main character that lives in Malgudi and the stories revolve round this character. He is the leader of his friends. Of course he is just a common boy, but every time he faces some problems he never runs away from them. On the other hand he stands to face them. In some of the stories he can solve the problems and in other stories he leaves them for the readers.

5.4.7. My opinion :

So I must say this is one of the most interesting books I have ever read and while reading I absorbed myself and thought myself wondering in the streets of Malgudi. I must say if possible read this piece and have the feeling.

5.5. Let's sum up :

A book review is different from summary or essay writing. A reviewer makes a critical study of a book to be reviewed and prepares a report in a comprehensive manner that throws sufficient light on the details of the book. These are three stages of review - **Pre-review**, **While-review** and **after review**. During the process of review, a reviewer considers the *purpose, contents, the author's ideas and sources used, authors qualification and writing style* and the *format of the book*. The reviewer examines the book not what he/she expects but how it has been written. Finally the reviewer records his / her opinion and recommendations.

5.6. Answers to self-check exercise.

1. An intensive study of the book.
2. Contents, authority, format, organisation and style of writing.
3. Size, binding, aids and illustrations, bibliography
4. Yes
5. Pre, While, Post - Review stages.

5.7. Unit-end exercise :

What is important of pre-review stage ?

What aspects are considered during while-review stage ?

How can a review-report be authentic and objective ?

What does Malgudi represent and symbolise ?

GROUP - B

Unit - 6

Learning English at the Elementary Level

Structure of the Unit

- 6.0.** Introduction
 - 6.1.** Objectives
 - 6.2.** Importance of Learning English
 - 6.3.** Objectives of learning English at the elementary level in terms of Content and Competence specifications
 - 6.3.1.** Listening
 - 6.3.2.** Speaking
 - 6.3.3.** Reading
 - 6.3.4.** Writing
 - 6.4** NCF-2005 imperatives with regard to Learning English
 - 6.5** Teaching-Learning English in Multi-lingual Context
 - 6.6** Let's sum up
 - 6.7** Answers to the self-check Exercises
 - 6.8** Unit-end Exercise
 - 6.9** Reference for further reading.
-

6.0. Introduction.

Language is essential for human being. It helps us to think, express our thoughts, communicate with people around us and move out from home to the globe outside. When we are at home and within our state, we normally use mothertongue if not otherwise required to use any other language. But the moment you move outside your state, you may not be able to manage with your mothertongue only. You have to use some other language other than your mothertongue. Inside your state you may manage being monolingual but outside your state, you have to be bilingual.

Read the following story :

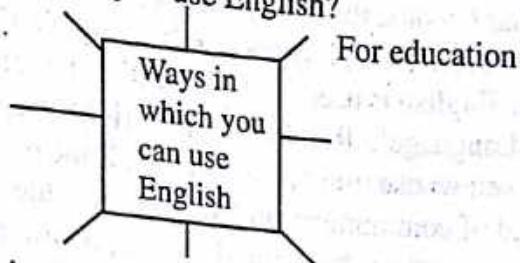
One morning, a little mouse was about to step out of its hole. It heard the sound ‘thump, thump, meow.’ ‘Oh! a cat outside. It would eat me. Let me not go out now,’ said the mouse. It was hungry, so tried to step out of the hole but waited a bit and listened. It heard, ‘thump, thump, woof-woof’. “Hmn” said the mouse, ‘It’s a dog. I can go out.’ So it came out and the cat caught it and had a fine breakfast. The cat licked its lips and said, ‘Wow, how great to be a bilingual’ !

Do you realize now, how knowledge of more than one language is useful in life ? Perhaps not only bilingual, you have to be multilingual in a country like India. What languages should you know apart from your mothertongue ?

Try to answer the following.

Activity - 1 :

1. a) Is English important for you?
b) In which ways can you use English? Yes/ No.



Q.2. Read the words in the box given below.

bus, car, cycle, tyre, torch, ice-cream, TV, mobile, hospital doctor, hotel, cup, road, bulb, fan, switch, school, bottle, etc.

- (a) Do the people in your area use these words when they talk to others?
(b) Are these words Odia or English?
(c) Do you think that people in your area use many such words without knowing these to be English words?
(d) Tick the correct statement.
i) English is used in our country.
ii) English will take time to be used in our country.
iii) Everybody knows English in our country.
iv) Nobody knows English in our country.
- Q3. a) Do you watch live telecast on the Parliament of our country?
b) What are the most commonly used languages the MPs use?
- Q4. Which language do people usually prefer to fill in forms in banks, post offices and for rail reservations?
- Q5. Do you watch cricket matches on TV? What languages do the commentators use?
- Q6. Do you use the Internet? If yes, what is the widely used language in it?
- Q7. Imagine that you are at Namakkal in Tamil Nadu. What language do you think you can use there?
- Q8. Which language provides people maximum job opportunities?

You must have realised the importance of learning English. The knowledge of English language not only helps you to communicate with the people of other state but with the people throughout the world.

6.1 Objectives - After going through this module, you would be able to:

- explain the importance of learning English at the elementary level
- spell out the objectives of learning English in terms of content and competence specifications.
- familiarise yourself with NCF-2005 imperatives with regard to learning English in the present day context.
- understand the importance and process of teaching learning of English in multi-lingual context.

6.2. Importance of learning English

English as a global language.

There are around 6000 languages in the world and about one sixth of them are from India. English is one of them and it has become the global language. The importance of learning should be realised on the fact that it is the most widely spoken language in the world. 350 million people use it as their mother tongue. English is used by 1150 million people in 100 countries as a 'Second Language' or a 'Foreign Language'. Randolph Quirk rightly asserts, "English is the language on which the sun does not set; whose users never sleep". It means, it is used in most of the countries in the world in the field of communication technologies, the press and the media. The growth of composite industry and business has brought an explosion of international marketing and advertising and these cannot be done without English. David Crystal says, 'any language at the centre of such an explosion of international activities would suddenly have found itself with a global status. And English was apparently 'in the right place in right time' (David Crystal 2003, *English as a global language*, Cambridge University Press pp10). Surveys reveal that every four on the earth can be reached with English. It is the widely used language in International conferences and International organisations like UNO, WHO and UNESCO.

English for trade and commerce.

English is used for business. It is also a major language of international business, diplomacy, science and professions. Businessmen use English for correspondence at the international level and within India. Its role in the banks and financing organisations cannot be ignored. There is the need for English to be used in business in both public and private sectors. It is used in the railways, airways, hotels and hospitals. For international export and import English *has to* be used. For advertisement of a product, English has become essential as if it adds to the quality of it. Covers, wrappers, sachets, containers of different articles referred English on them. Hoardings and banners for business advertisements need English. Thus, English is the language of business across the states in India and the world.

English as a link language.

English is the link language in India. India has multilingual and multicultural setting. That is why one cannot be monolingual in this country. It has 22 scheduled languages and more than 1500 dialects. People cannot remain in one place for all the time. They need to go to different regions within our country for different purposes. They meet people around them wherever they go and communicate with them for different purposes. They cannot communicate with all only in their mother tongue. For example, if we meet natives of Vellore or Pondicherry, we cannot use our mother tongue to interact with them because they cannot understand what we say. Therefore, it is English which bridges the gap of communication between non-native speakers of different regions in a country like ours.

English as an associate official language.

English enjoys the status of an associate official language as recognised by the Constitution of our country. It is used in all central government offices, i.e. banks, post offices, railways, airways as well as in the central ministry. Non-Hindi speaking state governments communicate with the centre in English. Official compliances, surveys, reports and investigations are made in English. It is an extraordinarily useful auxiliary language for communication to unite all the states and the centre. India cannot avoid English.

English for information and news.

English is commonly used as a medium of communication of information and news. E-mails, telex messages and telegrams are done in English. Satellite communication is carried in English. Computer data are processed and stored in English. Television news is broadcast in English. Many newspapers and journals are published in the world in English. Approximately 68 percent of total publication is shared by English. India is the third largest publisher of books in English. Modern man cannot live without communication and news. So, importance of English cannot be denied in this field. The world has become a global village due to Internet. Information technology has already introduced us 4G services on cell phones and computers. English is the most widely used language in the Internet. It keeps us updated with regard to news and information. We can browse the net and get any information we seek. It is the internet that serves the quickest means of getting any information. It makes us e-book tickets in advance for railways and airways and hotel services as well.

English as the library language

English is known as the 'library language'. It makes the people of a nation maintain the high level of their intellectual and scientific training and achievement. No nation can solely rely on its own share of social, cultural and technological inventions and developments. English empowers people of nations across the world to make progress in every field. Most of the books, magazines and journals on science, technology, health, education and medicine are published in English. It is the means of empowering people to read the best academic books and access the world offered by the Internet (Online Library). People share their views, choose the best of alternatives for them and work to build up their family, society and the country. English as the library language is significant towards ensuring a more intensive experience and wider view of the world.

English as the second language

English is the second language in our regional medium schools in our state. You might want to know what a second language is. A second language is one, which is available in our society. We find English on roads, in institutions, offices, shops, theatres, etc. We use many English words like, bus, car, school, hospital, jail, police, etc. in our natural language as if they belong to our mother tongue. English obviously finds a place on the covers of different products like oil, toothpaste, soap, which we use every day. In the context of India, it is used either as a second language or a third language in classroom. It is also available to some extent around us. So it is not a foreign language in the context of our country. German, French, Italian, etc. are foreign languages as they are not used and not available in our environment. Learning English is important for the sake of pursuing higher education in colleges and universities. English as the second language in school and college curriculum serves this purpose.

English as the language of opportunity.

English is the language of opportunity. Career prospects depend on our proficiency in English in many places. People with good level of proficiency in English can prosper well in education and job markets. Most of the jobs, people apply for, demand fluency in English as a criterion for qualification. In the private sectors of business being managed by multinational companies obviously need English. Those who know English well in addition to their professional courses can even get good jobs in India and abroad. They have fairly good sources of living and have better mobility. No one should be handicapped by ignorance of English which

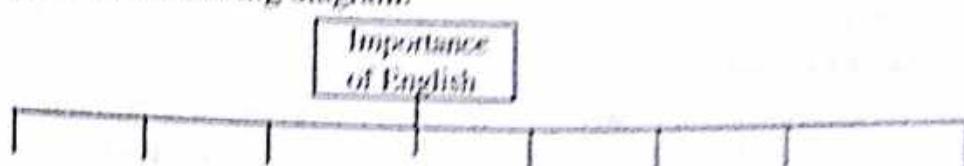
will finally determine his/her career. So learning English is very important. English has not only become a trend but an upmarket pursuit also.

People's aspiration for learning English

English is today a symbol of people's aspirations for quality in education and a fuller participation in national and international life. People of our state have strongly begun to feel that without the ability to read, write, and communicate in English with competence and confidence; their children will have limited opportunities for academic and career success. They know that English literacy is the key to participating and succeeding in a democratic society and global economy.

Activity - 2

- a) Complete the following diagram.



- b) Write a paragraph based on the diagram above.

- c) Write whether the following statements are true or false.

- a) English is the most widely spoken language in the world.
- b) English is not at the centre of all international activities.
- c) English as a second language is not available in our environment in Odisha.
- d) Learning English is important for pursuing higher education.
- e) English does not bridge the gap between speakers of different mother tongues.
- f) English is used only in central government offices.
- g) English is found on the covers of most products and articles we buy.
- h) English is commonly used as a medium of communication of information and news.
- i) English empowers people to get any information offered by the internet.
- j) Career prospects depend on the proficiency in English.

Self-check exercise : 1

Answer the following questions in 4 to 5 sentences.

1. Why is English a global language?
2. How does English link people of different regions with different mother tongues?
3. English enjoys the status of an associated official language. How?
4. What are the different fields in which English is used as a medium of communication ?
5. English is the library language. How do people get the benefit of it?
6. English is the language of opportunity. What makes you think so?

6.3. Objectives of learning English in terms of content and competence specifications.

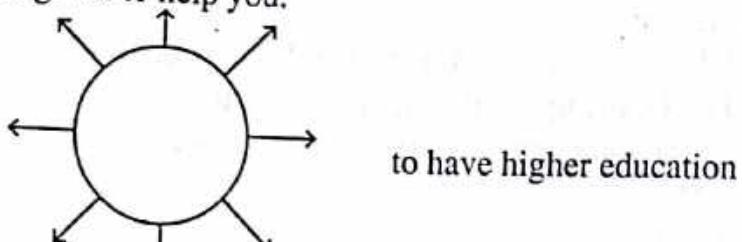
Before you get ready to read the text below, try to think and reflect on the following points. Write the ideas which come to your mind.

Activity-3

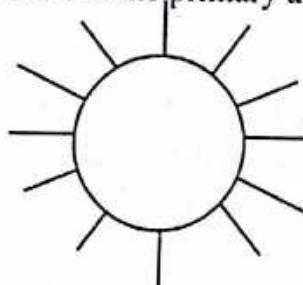
Make a list of the things you did in English you learned in your primary school of education. One has been done to help you.

- i) I wrote my name in English.
- ii) _____
- iii) _____
- iv) _____
- v) _____

Activity-4 Complete the sun diagram below on “The things we can do in English in future”. One idea has already been given to help you.



Activity - 5. Use the following concept map (Sun diagram) and jot down ideas related to ‘How much English is expected from learners at the primary and upper primary level ?’



Literacy is the main goal for any language curriculum. You might have come across the word ‘literacy’ for several times. We can say there are two ways of understanding what it is. Firstly, the narrow sense of ‘literacy’ is the ability to read and write. Secondly, it is the ability to identify, understand, interpret, create, communicate, compute and use printed and written materials related to various contexts. The second one is appropriate in the context of teaching and learning English as a second language. So literacy is inclusive of learning in enabling people to achieve their goals. Learning also enables them to develop their knowledge and potentiality to participate in their society.

Listening, speaking, reading and writing are the most focussed skills that learners need to learn in the school curriculum. We have also been talking about communicative skills and ear training for second language i.e. English. NCF-2005 pleads for a more comprehensive perspective on language proficiency. Skills in discrete forms have very bad results because language is whole and language is context. Skills are not independent. They have to be integrated, i.e. when we speak, we also listen and when we write, we need to read, in a variety of ways simultaneously. Doing so, all the skills in conjunction with a variety of other cognitive abilities have to be developed together.

English does not mean only the wholeness of language skills. It also requires the inner competence of the users of language to perform these skills. The learner's learning outcomes are stated in terms of his competence to do a language activity in English. One context may be an example here. The competence to take part in a dialogue and respond to it in terms of place, person and the topic, the speaker needs to involve his skills in listening comprehension and speaking only. The sensitiveness of the speaker with regard to tolerance to what other people say and his viewpoints on what they have said play an important role.

6.3.1. The child develops the ability to listen and understand English when spoken.

Competence Specifications-

The child will be able to:

- listen a word; tick the word from the list of words given.
- listen and write words, phrases, sentences and small paragraphs.
- listen and fill in the blanks.
- listen and fill in a form for real life use.
- listen and take note.
- listen and do as in TPR.(Total Physical Response).
- listen and do (stand up, sit down, draw a picture, etc).
- listen to rhymes and reproduce (small action rhymes).

Content Specifications

The learners will know:

- the words and phrases in English which are mixed with Odia .
- how to listen, say and write words on people, places and objects known to the child.
- how to listen and fill in the blanks in a local specific text (own village/town/family, etc).
- how to listen and fill in a form (e.g. a label for a book, Name _____ class _____)
- how to listen & act out as the teacher demonstrates(sit down, laugh, smile, stand up,etc).
- how to listen and draw pictures of known living and non-living objects (a cat, a table, a cow, etc)
- how to listen to rhymes and act out saying the rhymes.
- how to exchange conversations, greetings, ask simple questions and answer, take part in dialogues, give opinions, tolerate others.
- how to read aloud textual materials.
- how to narrate stories, events, describe person, place, object, etc.

6.3.2. The child develops the ability to speak standard variety of Indian English

Competence Specifications

The child will be able to :

- speak correct sounds of words and phrases.
- speak words, phrases and sentences in tolerable English.
- participate in chain-drills, rhymes and action songs.
- read aloud poems and stories.
- read out a conversation in a role play.
- describe people, places and objects orally.
- narrate small stories, events orally.

- produce correct Indian speech sounds-vowel, consonants and diphthongs.
- speak intelligibly when making a statement, asking questions, giving instructions, reporting events.

Content Specifications- The learners will know :

- words and phrases within his experiential orbit.
- words and sentences related to the local environment.
- real life conversation (talking to a friend using functional items hello, hi, bye, etc)
- stories in chunks, real-life like role-play.
- how to greet others and socialises others, eg. How are you? I am fine.
- how to narrate a real life incident, reproduces a story.

6.3.3. The child develops the ability to read English texts and understands what he reads.

Competence Specifications-

The child will be able to :

- describe a picture (shadow reading)
- read the picture of known words (the real objects, people, animals and birds available within the learner's experience).
- recognise the letters in the words, phrases and sentences (small and capital letters)
- read a sentence and paragraphs with reasonable speed and comprehension.
- read a text with reasonable speed and comprehension.
- locate the main idea and supporting details.
- guess the meanings of words in the context.
- evaluate, people, place and objects.
- infer an outcome based on his experience.

Content Specifications- The learner will :

- read pictures like, fan, bus, cycle, etc.
- distinguish small letters from capital letters.
- read small sentences leading to real life.
- read all texts based on world knowledge (previous knowledge related to the real life use)
- read text related to daily life, a description, a narration, etc.
- understand paragraphs based on known contexts.

6.3.4. The child develops the ability to write and express.

The child develops the ability to;

- write the alphabet and words.
- write small and capital letters distinctly.
- write words of known objects.
- write words and phrases in context.
- write small paragraphs on narratives, description, etc..
- spell words correctly.
- write words, phrases and sentences when dictated.
- write short paragraphs based on controlled 'writing.'
- write description of a person, place and object.
- narrate an incident in writing.
- write questions and answers.

Content Specifications-

The child;

- masters mechanics of writing (punctuation, handwriting and spelling)
- spells words correctly which are used frequently.
- identifies pictures of objects.
- uses words in context within the experience of his/her own.

Apart from the objectives stated in terms of content and competence specifications, a learner in the upper primary level is expected to develop the competence to understand and use various words and idiomatic expressions and to use language creatively. A learner, who is either in class VII and VIII should develop competence in aesthetic sensibility and social visibility.

Activity -6

Say whether the following statements are 'true' or 'false'.

1. Integration of skills means using more than one skill at a time.
2. Skills learnt in isolation are good for language learning.
3. Language works when it is presented in whole.
4. Learners should have the inner competence to perform the skills.
5. A speaker should not have the sense of time, place and person while speaking.
6. Language means context.
7. As listeners, we should have tolerance to what others say.
8. The only aim of learning a language is attainment of basic proficiency of communication.
9. Language learning means developing abstract thought.
10. Listening and reading are the only two major skills to be learnt in language learning.

Self-check exercise - 2 :

1. What do you mean by 'Literacy' in the true sense of teaching a 2nd language?
2. What is the second goal of learning English according to NCF-2005?
3. What is integration of skills? Is it necessary for language learning?
4. What are the content specifications for writing at the primary level?
5. What are expected from learners of class VII and VIII in future?

6.4. NCF-2005 imperatives with regard to learning English.

Activity - 7 :

- a) Read the following statements, think and write whether they are true or false.
1. A child of 4 years can communicate with others in its mother tongue on a topic it knows.
 2. Learning the rules of grammar enables one to speak fluently.
 3. Children can produce infinite number of sentences after they know the rules of grammar.
 4. Exposure to language is the prime source of language acquisition.
 5. A child does not know any English words before going to school.
 6. Children learn a language in a better way in collaboration with each other.
 7. Translation is effective for proper communication.
 8. Rote-learning is unnecessary to learn English.
 9. Learner should be made free from the stress of examination.
 10. Children learn better when they are respected.

- b) Brainstorm "How language comes to our minds" and jot down ideas around the sun diagram

One has been done to help you.



Through a natural setting.

Language Acquisition and Language Learning.

Children have the ability to acquire one or more languages when they get adequate exposure to them. They acquire more when they get more opportunity to work with those languages. This is absolutely an unconscious process which is known as "*acquisition*". But in case of English, a second language in our context, children need to learn. Learning a second language is different from acquiring one's mother tongue. As children get plenty of mother tongue exposure, they acquire it easily. However, exposure to English is not adequately available in and around our surrounding. Thus, it makes our learners fail miserably to acquire it. They need to learn it in an artificial setting, in school.

Reasons for non-attainment of objectives of L2.

NCF-2005 has stated some reasons for our failure as teachers in English. The reasons need careful analysis. The reasons may be teaching the alphabet, words, phrases and sentences in the same order with the presumption that Language learning is a linear growth, is not true. If we understand the process how language comes to our minds, we can help our learners learn English better. A Second language learning is a process in which varying degrees of learning and acquisition can both be beneficial, depending on the learner's own style and strategies. There are the needs for mimicking the process of language acquisition along with some explicit teaching of English. Here are some important guiding principles of language acquisition.

NCF on teaching English.

Every human child is gifted with a language system namely, the Language Acquisition Device. The progression of language acquisition is spiral, not linear. It progresses from the whole to the part (discourse > chunks > letters in the alphabet). It needs the recurrence of linguistic facts in need-based and meaningful contexts. It is not acquired through words in isolation and discrete structure of the language. Language is whole and language is context. It begins from the whole to the parts, not from the parts to whole. It is necessary to have a holistic treatment of language and the level of discourse that is provided to children, who need help for the appropriate output. Imitation has no role to play with acquisition of a language. What apparently looks like imitation is the reflection of the intuitive instruction of knowledge related to language. Language does not only mean the totality of LSRW, it also demands the user's competence and performance of these skills in meaningful linguistic context as and when required.

Language acquisition takes place only in a collaborative context (Vygotsy and Bruner). The child gets ample scope to use the language with family members, friends, neighbours, and

other people with whom it comes in contact. The people around it contributes a lot for the acquisition of the natural language. There is always a period of silence in the process. The child listens a lot before any articulation of sounds. It is around 10 months when it begins to babble "Ma or Pa or Ba", then speaks phrases, sentences and utters a whole discourse. The period of silence makes it get ready cognitively and psychologically. The output is more than the input that it gets in the contextualised linguistic environment. So it is true that it internalises the meaning of the words through contexts of its own. Grammar is not the route for developing primary and usable knowledge. However, it can serve as an instrument for increasing language repertoire.

English at the primary level

a) Building familiarity with the language: A pre-literacy curriculum.

The aim at the primary level is to build familiarity with the language in meaningful situations, so the child builds up a working knowledge of English. This can be done through primarily spoken input and later with written inputs. Learners at this level must be exposed to the adequate amount of English. A single textbook exposure over the academic year is not adequate. There must be regular exposure to a variety of meaningful language inputs. Inputs include textbooks, other print materials, such as Big Books, class libraries, parallel materials in more than one language, learner magazines, newspaper, authentic materials like wrappers, covers of articles, radio/audio/video texts, etc. Since we all know that the child needs a silent period for the production of a language, we, as teachers should not expect quick production by the child. They have to set their brains, think and answer. Their understanding has to be judged through the mother tongue, gesture or single word answer. Beginning with action rhymes, simple plays, etc. will engage learners with language and its performance.

b) Complementing and supplementing teacher inputs.

- I) Local radio can provide simple spoken English in comprehensible and interesting contexts. Education satellite programmes on English have to be viewed, which may provide sustained exposure to the language. It may help learners learn English and teachers can develop their teaching proficiency as well.
- II) Story-reading, reading out stories aloud, repeated reading with the help of pictures, video exposure have to be encouraged. Reading of stories, story retelling and rewriting build up existing proficiency of teachers. Regular story reading triggers the language acquisition process in children. Important methods are:
 1. Shared reading of Big -Books, high interest books with text and illustrations (pictures) should be used for group reading. As the teacher reads, children become familiar with the story in spoken (read-out) language. It is an acquaintance gradually developed into the print code.
 2. The use of Reading Cards (e.g. English-400 and English -100 cards developed by CIEFL, Hyderabad, presently "The English and Foreign Languages University , Hyderabad"), the short graded passages (4 sentences stories) allow each learner to choose their level of difficulty and progress at their own pace, after the teacher's initiation.
 3. 'Talking Books' (Cassettes or CDs with books)& model speech have to be used in plenty.
 4. A task-based and activity-oriented methodology leads to the 'negotiation of meaning' and 'meaning-focussed' activity in the class room situation for the real life use of English.

III) Using existing cognitive and linguistic resources.

The beginners may be babies in the new language, i.e. English but they are children with cognitive capacity. Failing to use their existing cognitive and linguistic abilities deprives us of a resource. This in turn, demotivates the learner, who fails to connect his or her mental world and the new language, English.

English at the later levels; High order skills Vocabulary, reading, and literature

The foundation for vocabulary development and writing at later level is through focussed listening, speaking and reading extensively with comprehension and interest. The very large stock vocabulary required in the later stage can be developed through reading. When they read texts, they develop the capacity to get the global and the factual ideas from it. They begin to link the new knowledge with their previous knowledge. They evaluate characters, objects and places. They understand what cohesion in a text is. They acquaint themselves with the usual process of sequencing of the sub-ideas of the texts. They predict and make inferences based on their stock of previous knowledge. They appreciate the language used in the text and thus produce language orally and in written form. They go on constructing knowledge and create their own text to link themselves to the real life use.

Activity - 8 :

- Fill in the blanks with appropriate expressions.

LANGUAGE ACQUISITION	LANGUAGE LEARNING
• A natural process	• An artificial process
•	•
•	•
•	•
•	•

- Write some of the points why teachers fail to teach English. (One has been done for you)

- Putting more emphasis on grammar.
-
-
-
-
-
- vii)

- In the process below mention how a child becomes able to produce its mother tongue.

- Gets exposure to the language through plenty of listening.

- 2.

- 3.

- 4.

- 5.

- 6.

4. Fill in the following diagram:

Suggestions for improving teaching - learning English at the primary level

a)

b)

c)

Self-check exercise - 3

1. What do you mean by language acquisition?
2. How is acquisition different from learning?
3. Why do teachers fail to get the required outcome from their learners in English?
4. What are the three fold suggestions on teaching English at the Primary level?
5. What other skills do children learn at a later level?

6.5 Teaching-Learning English in Multilingual Context.

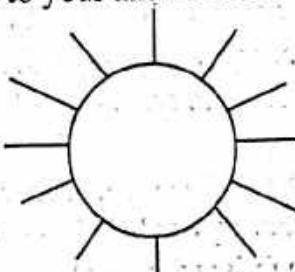
Before you read the text on teaching English in a multilingual context, do the following activities.

Activity - 9 :

Read the following questions and answer them.

1. How many languages can you speak?
2. What are they?
3. Should a teacher use mother tongue in English classes? Yes. / No.

Give reasons in response to your answer around the sun-diagram below.



2. You know that English has become the most widely used language in the world. It is likely to endanger our own language. How can we protect our own language and promote English in our children? (Write the ideas which come to your mind)

i. _____

ii. _____

iii. _____

iv. _____

v. _____

Multi-lingual setting in India.

Language is the most ancient and the most important invention and quite indispensable one of all the human inventions. India, which is called the museum of languages, has 22 scheduled languages, i.e. (Odia, Bengali, Assamese, Telugu, etc.) and more than 1500 languages even after the death of some languages. Therefore, India has the richest tradition of languages. Languages of different regions show the diversity. The richness of multilingual set up that we experience

shows convergence for the people of our country to live together; politically, socially and linguistically.

Multi-lingual setting in Odisha.

In the context of our state, Odisha, people cannot be monolingual and monocultural. There is always a vast interaction and movement among the language communities. The people, who use small languages, e.g. Ho, Juang, Kui, Santali, Kondha, etc. are mostly bilingual. They have no option other than moving to another language, which is more dominating than their small languages. They are compelled to do so for their own survival, work and education. Their usual second language is either Odia or Hindi. However, Odia is obviously the biggest language in Odisha. The small languages in our state are in danger of being vanished. They have straight threat from 'Odia'. Odia is also not free from threat as it has the giant in front of it, i.e. English.

Judicious use of mother tongue in English classes.

It is seen in most of our English classes, teachers 'translate' and 'explain' the text in the mother tongue of the learners. It is also experienced that mother tongue has made English comprehensible. Where necessary, it is used and has to be used as resource. The use of mother tongue in English class should be done in a way in order to provide comprehensible input in English. The mother tongue has to be used to provide background information to our learners.

Here are some possibilities how our first language (Odia) should be used in teaching and learning English in the ESL (English as the second language) context in our state.

- a) There should be no barriers between languages, and between 'languages' and 'subjects'. English can rightly occur with the first language for learning activities. It is usually the first language that makes the child aware of the world around him/her. Course books have to be designed to promote multilingual activities.
- b) There is a need to introduce parallel texts in the mother tongue of the child. Teachers with proficiency in teaching English, have to translate stories from English to Odia. English stories published by National Book Trust, Big Books by the Promise foundation, Stories from Champak, Chandamama, the Panchatantra, etc. should be carefully selected and translated with attractive illustrations. It should also be taken care that the translated version must convey the original meaning. Language activities must remain the same. The activities like rhymes, sound games, etc, what are exactly found in the English text will be there in the mother tongue text. These activities can sensitize the child to language-sound structure. Skills learnt in the first language can be transferred to the language in target. Reading as a skill in the first language will result in improvement in reading in English and other languages.
- c) There is also need for using the first language for the reconstruction of the meaning of the attempted expression through imperfect English. Care has to be taken to look for experimental work available on bilingual or mixed language texts for teaching reading.
- d) Bilingual learners' dictionaries have to be prepared 'for learners. Short examples in their mother tongue as well as English with pictorial illustrations should be provided to make these materials readable for our learners. These may be useful for them promoting comprehensibility of input and independent reading.

- e) Teachers, who are assigned to teach English in a multilingual context like ours, have to look for the availability of a number of alternative materials in English which can be translated in to the mother tongue of the learners. Such materials may not be workable immediately. The texts selected for such purposes must suit the age and motivation level of the learners.

It is an imperative that materials for teaching in such circumstances should be local specific. Both learners and teachers must have control over the preparation of their own texts. It is argued that curricular freedom cannot take place when there is a single prescribed text book across the state. We have to come up with enjoyable and innovative textbooks with small units which can be covered in a single period. The idea of 'Parallel Reading Cards' in both English and Odia has to be put in to action soon. New exposure has to be given and repetition has to be avoided. Tests of comprehension for unseen passages can be prepared. Short paragraphs, jokes and cartoons must find places in the texts.

Multilingualism is constitutive of human identity. It is true that our classes in Odisha are multilingual. It is not an obstacle in learning English, we have to treat it as a resource and use it as a teaching strategy. English learning in Odisha must go hand in hand with multilingualism. Doing so, we can be sensitive to plurality in the classroom situation and relate to the varied language, caste and class backgrounds the learners come from. We need to develop our own expertise suitable to our own conditions. Teachers teaching English must address their tasks in an innovative and professional manner. Their teaching should match the cognitive and sociocultural background of children and encourage all the secular values as enshrined in the constitution of India.

Activity - 10 :

Fill in the blanks choosing the correct alternatives given.

- i) India is a _____ country. (monolingual/bilingual/multilingual)
- ii) There are more than _____ languages in India. (1400/1500/1600)
- iii) People are forced to move to a dominating language for their _____.
(food, marketing and education/survival, work and education/ fear, accommodation and learning)
- iv) All languages in Odisha are in threat from _____.
(Hindi/Bengali/English)
- v) Mother tongue should be used for _____ an English text.
(translating/explaining/providing background knowledge)
- vi) Course books have to be designed to promote _____ activities.
(monolingual/ bilingual/multilingual)
- vii) _____ texts have to be introduced in mother tongue and English.
(Cultural/Monolingual/Parallel)
- viii) Bilingual dictionaries have to be prepared for _____.
(teachers/learners/course designers)
- ix) Material for teaching English should be _____.
(Local-specific/complex/alien)
- x) Multilingualism is a _____ in Odisha.
(defect/resource/failure)

6.6 Let's sum up :

- English is the most widely spoken language in the world.
- It enjoys the status of a global language.
- It is either a 2nd or 3rd language in many countries.
- It is a link language between non-native speakers.
- Our constitution has recognised it as an associate official language.
- It is widely used in business and international trade.
- It is the language of communication of information and news.
- It is a rich literary language.
- English is the most widely language offered in the internet.
- English provides greater mobility towards career prospects.
- Literacy is the main goal of any language curriculum.(inter-personal communication)
- Literacy also means enabling people to achieve their goals in life.
- It is one of the main goals to make our learners autonomous and use their linguistic competence for achieving goals.
- Listening, speaking, reading and writing are the most focussed skills at this level.
- Skills are not independent. There is need to integrate them.
- It is one of the objectives that learners will begin to think creatively on something given.
- Finally learners will develop aesthetic sensibility and social responsibility for the future.
 - Children can acquire more than one language.
 - The process of acquiring languages is unconscious.
 - Acquisition takes place in a natural setting.
 - Acquisition is possible in a proper context.
 - It also depends on the wholeness of the language.
 - Learning needs an artificial setting, i.e. a school.
 - Learning means getting trained to expose skills.
- Learning language will be more fruitful if teaching and learning is based on language acquisition model.
- Language does not only mean acquiring or learning LSRW skills.
- It also means learners' competence and performance of those skills.
- Translation is not the right way to teach a language.
- Grammar is not the route to language learning.
- India is a multicultural and multilingual country.
- It has 22 scheduled languages and more than 1500 languages.
- Regional languages in India show the diversity in Indian culture.
- Multilingualism is a convergence for the people of our country to live together.
- People in Odisha cannot be monolingual.
- Odia is in threat from English.
- Mother tongue has to be used to make English comprehensible.
- It has to be used as a resource.
- It should be used to provide background knowledge.
- English can occur with the first language for learning activities.
- Course books have to be designed to promote multilingualism.

- Introduction of parallel text in Odia is necessary for teaching English.
- Bilingual dictionaries have to be prepared for learners.
- Teachers have to look for alternative materials to teach English in a multilingual setting.
- We need to develop our own expertise suitable to our own conditions.

6.7. Answers to the self-check exercises self-check exercises - 1

Q1. Why is English a global language?

Ans- English is a global language because it is used in most of the countries in the world in the field of communication, technology, the press and the media. It is also used in the International marketing and advertising. English is in the centre of explosion of international activities. It is used in the international conferences and organisations like UNESCO and WHO.

Q2. How does English link people of different regions with different mother tongues?

When we meet people of different regions with different mother tongues, we cannot use our mother tongue in such context. We cannot be understood by the people to whom we speak. English serves as a link language in such cases. For example, if we go to Maharashtra, we cannot communicate with them in Odia. We cannot use their mother tongue as we do not know it. So we have to use English for better communication.

Q3. English enjoys the status of an associated official language. How?

English is used in both central government and state government offices. It is used in post offices, railway ticket reservation counters and in banks. Non-Hindi speaking states communicate with the centre in English. It is the medium of instruction in schools and colleges in many states.

Q4.- What are the different fields in which English is used as a medium of communication?

English has become the language of communication and news. E-mails are done in English. All telex messages are made in English. People send telegrams in English. Satellite communication needs English. English is the medium through a broad range of activity is broadcast and telecast.

Q5. English is a library language. How do people get the benefit of it?

English is a rich library language. It provides people with opportunities to share their experiences and knowledge based on science and technology. People can make themselves aware of the latest inventions in different fields of health and medicine. Most of the books and journals in all scholastic fields are published in English. So people get a lot of benefit out of it.

Q6. English is the language of opportunity. What makes you think so?

The explosion of composite industry in India as well as abroad provides maximum job opportunities. These companies are managed by multinationals. English is a criterion for getting in to jobs. All good jobs in government sectors require proficiency in English. People, who know how to communicate in English, can have better mobility towards life.

Answers to the self-check exercise - 2

Q1. What do you mean by 'Literacy' in the true sense of teaching a 2nd language?

Ans- The meaning of the word 'Literacy' can be best understood in two senses. The first one is making someone be able to read and write something. This is the narrow sense of understanding what 'literacy' is. The wider sense of understanding is something different. It implies someone's ability to identify, understand, interpret, create and communicate, compute and use different printed and written materials of different contexts.

Q.2.What is the second goal of learning English according to NCF-2005?

Ans- The second goal of learning English according to National Curriculum Framework - 2005 is developing language in learners in to a tool for abstract thinking and knowledge acquisition. Learners begin to develop cognitive, academic and linguistic proficiency at the stage of Primary level. They can become autonomous learners in future.

Q.-3.What is integration of skills? Is it necessary for language learning?

Ans- Integration of skills means combining one skill with another so as to obtain the required outcome in learning. No skill is independent. The process of getting a product involves going through different skills in order to get the major focussed skill. Suppose you want to make them write a paragraph on a small topic. You have to begin with listening and speaking. Then you give them something to read. Lastly, you get the written product from them.

Yes, integration of skills is necessary for language learning.

Q.4.What are the content specifications on ‘Writing Skills’ at the elementary level?

Ans- The learner has to master mechanics of Writing. Mechanics of writing involves correct spelling of words. Care must be taken to choose the words for a spelling activity, which are frequently used in his personal context. She/he has to know the distinction between small and capital letters. She/he has to develop his/her capacity to use small and capital letters, in the appropriate context, when and where required. She/he has to know how to organise a small paragraph based on his/her own experiential orbit; i.e. 6 paragraph on his /her mother/ village/town/etc. His /her handwriting ought to be legible to all who read what is written.

Q.5.What is expected from the learners of class vii & viii?

Ans- Learners of class vii and viii should be put in such situations they can develop creativity and can begin to reason and think critically. It is expected from every learner that they should develop aesthetic sensibility in them. The idioms and usages, what they have learnt in classrooms should be linked to their real life situations. Things learnt at schools must be reflected in their inter-personal communication.

Answers to the self-check exercises- 3

1. What do you mean by language acquisition'?

‘Language Acquisition’ is a natural process of acquiring languages. It is believed that every child is endowed with a system, what we call ‘LAD’ (Language Acquisition Device). It enables it (the child) to get exposed to the natural language in its environment. It gets adequate exposure of the mother tongue, the natural language of the child in its environment. With the help of the LAD, it begins to communicate after going through a ‘sink’/ ‘silent’ period. It cannot communicate during this period. During this period, it gets maximum exposure to the language of the home and its own environment. It is presumed that it can interact with others using the language of the home at the age of 4 to 5. It can go on communicating a lot on a theme within the known orbit. It becomes possible for the child to do so as whatever language is presented to it is in its contextualised form.

2. How is language acquisition different from language learning?

Language acquisition is a natural process. The child acquires its mother tongue in a non-conscious way. The language is the language of the home. Language learning is a conscious process. It is usually learnt in schools. In case of language learning, children are put to have the

practice of the language. There is repetition. In the acquisition process, there is recurrence of the language exposure. Learning needs a linear growth in a graded way whereas acquisition has a spiral growth.

3. Why do teachers fail to achieve the required outcome from their learners in English?

Teachers fail to achieve the required outcome from their learners in English as they follow the old Grammar Translation method. They overemphasize on grammar, which is not the appropriate track to learning. Language is learnt in context and it needs the wholeness for its presentation. Teachers have to realize of the fact how language comes to mind. It is exactly the language acquisition model, which can make us realize how language can be learnt. Any other discrete means of teaching English as a second language will not be fruitful.

4. What are the three fold suggestions on teaching English at the primary level?

The suggestions as provided by NCF-2005 in the Position Paper on English can be divided into three divisions. Firstly, provisions should be made to building familiarity with the language. It is a pre-literacy programme. It has to be done in a meaningful way. The child has to build up a working knowledge in English. There has to be more listening-speaking practices at this level in the form of stories, rhymes and using total physical response. Secondly, teachers have to be supplemented and complemented with inputs, may be training in the most comprehensible and interesting contexts. Viewing programmes on TVs, listening to the local radio, interacting on authentic materials that they are familiar with, have to be incorporated. Thirdly, teachers have to take care of the existing knowledge of the children. It enables them to decide what to teach and how much to teach.

5. What other skills do learners learn at a later stage?

Primary schooling stage is the stage for laying the foundation for secondary and tertiary level of learning. During these periods, much stress has to be given on focussed listening and speaking. Learners at this level have to read extensively with comprehension and interest. They have to develop the proficiency in them to get the global idea of a text. They understand the factual support with details. They predict an incident, which may come true or go wrong. They evaluate persons, places and objects. They develop the competence to infer something based on the ideas that they have acquired beforehand. They construct knowledge and realize how to create their own texts while speaking and writing.

6.8. Unit End Exercise :

1. Discuss why English language is compulsory in school curriculum.
2. What are the objectives of teaching - learning English at the elementary level ?
3. What are the recommendations of NCF-2005 in respect of English language ?
4. Write a note on multi-lingual context in our country.

6.9. Reference for further reading.

1. NCF-2005, ENGLISH, NCERT.
2. Teaching of Indian Languages- National Focus Group.
3. Teaching English-Primary Level (DEP-SSA), IGNOU.
4. Position Paper- National Focus Group on Teaching English.
5. Neena Dash and M. Dash- Teaching English as an Additional Language-Atlantic publishers and Distributors (P) Limited.
6. District Centre Scheme, Orientation Programme- EFL University, Hyderabad-500605.

Unit-7

Development of Listening and Speaking (LS) Skills

- 7.1 Introduction
 - 7.2 Objectives
 - 7.3 Skills : Listening and Speaking
 - 7.4 Oral-Aural Approach to developing LS Skills
 - 7.5 Techniques and activities for developing LS Skills
 - 7.6 Developing Fluency in English
 - 7.7 Let's sum up
 - 7.8 Answers to the self check exercise
 - 7.9 Unit-end Exercise
 - 7.10 References for further reading
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7.1 Introduction

Learning a language is similar to swimming and riding a bicycle. We learn them by practice and use, not by reading about how to swim or ride a bicycle. Similarly, a language can be learnt by practice and use.

A child acquires its mother tongue first through listening and speaking at home. It knows how to listen and speak in its mother tongue before coming to school. It understands the world through its 1st language. Therefore, it influences learning of any other language that a child learns later. A child learns 2nd language (English) in school or picks it up from environment.

It is said that our learners do not acquire English language even after learning English for 7 to 8 years from class III to X. It is because they are not provided enough exposure and practice in listening and speaking skills before they are helped to develop reading and writing skills. Listening and speaking lay the foundation stone for reading and writing. So one should first learn to listen and speak English.

7.2 Objectives :

After reading this Unit you will be able to

- differentiate between hearing and listening
- elaborate the purpose of listening to English at early years.
- explain how a child acquires listening skill.
- understand the two major aspects of teaching oral skill.
- enumerate and identify the features of oral skill lessons.
- examine the role of teacher in developing oral skill.
- design and present aural-oral activities in the primary classes.

7.3 Skills : Listening and Speaking – their subskills.

Listening :

Suppose you are walking with your friend along a busy street. Your friend is giving you an information about your marriage proposal. At the same time the honking of the vehicle, voices of hawkers, talking of others come to your ears. What do you listen at that time ? Certainly you are listening to your friend. Does it mean that rest of the noises are not coming to your ear ? The noises remain at the level of hearing and do not move to the level of listening as you do not pay attention to so many things at the same time.

To conclude, listening is deliberate and it requires attention. We listen to only those things that we are interested in or we need to and so we understand it. The rest of the things that reach our ears cannot be labelled as listening.

WORK SHEET – I

Tick (✓) mark the correctone.

1. Which skill is regarded as Primary skill ?

- (a) Writing (b) Speaking (c) Listening (d) Reading.

2. Write down your responses.

(a) What do the primary level learners listen to in English ?

(i)

(ii)

(iii)

(iv)

(v)

(b) At Primary level the learners need to listen to English Language for the following purposes.

(i)

(ii)

(iii)

(iv)

(v)

(c) What activities should we do to develop listening skill in primary level learners ?

(i)

(ii)

(iii)

(iv)

(v)

How a child acquires listening skills :

The process of listening to language (mother tongue or any other language) is a life long process. But the initial state of being exposed to language through oral aural medium is important.

From the moment the baby is born it gets to hear mother tongue for hours in a natural language situation. That means it is exposed to mother tongue in its natural form and in natural context. Gradually it starts to link language with meaning and starts the process of using the skill of listening. Then it makes choices to listen to things. In this way it automatically shifts from hearing to listening and keeps the two separate. Day by day the baby develops listening skills to suit its different requirements.

Worksheet – 2

1. What are the skills in language ?
2. What is the sequence of teaching these skills in mother tongue ?
3. Does the sequence of teaching English match the sequence of teaching mother tongue ?
4. Which skill do you teach first in English class of Class – III ? Why ?
5. Do the English text books in Primary classes follow the sequence ?
6. Does a child learn its mother tongue without making mistake ?
7. Can a child learn English without making errors ?
8. How do the parents respond to a child's errors in mother tongue ?
9. How do teachers respond to the children's errors in English ?

Listening in mother tongue and second language :

In case of mother tongue, a child gets a natural language context and is exposed to the sounds of mother tongue. It develops listening skill with ability to comprehend what is spoken.

But in second language getting the listening skill is not so easy and effortless for our learners. As teachers of English you have to guide the second language learners through the process of listening because listening skill is the primary skill to develop other language skills.

Sub-skills of listening :

Listening is a receptive skill which includes a number of subskills.

- (i) Listening for specific information
- (ii) Listening for general understanding
- (iii) Predictive listening
- (iv) Inferential listening
- (v) Listening for pleasure
- (vi) Intensive listening
- (vii) Evaluative Listening etc.

Activity :

Match the subskills against the tasks A to L that follow:

Task – A

The class is divided into groups.

They listen to a conversation between two people.

They fill in information under the following heads :

Date, Venue, Time of meeting

Task – B

The class listens to a talk on a given subject.

They are asked to identify the point of view of the speaker.

Task – C

The class listens to a tape on the doctor hypnotizing a patient.

The class has to fill in the given columns.

Patients Name : Profession :

Nature of Problem Sex

Cause of Problem

Task – D

A text (e.g. a short dialogue) is read aloud sentence by sentence. The students are asked to interpret a sentence and guess what will follow. As the text builds up, they can revise their interpretations.

Task – E

The class listens to a radio play and discusses what they liked about the story.

Task – F

The students listen to a conversation between a prospective buyer and an estate agent. The students fill in a grid about the different types of property available, the cost, the location, etc.

Task – G

The students listen to the instructions and complete a picture.

Task – H

The students listen to conflicting opinions of a court case, do exercises to evaluate conflicting evidence, and identify mistakes made by a guilty witness in a crime investigation.,

Task – I

The students listen to stories, descriptions of poems or songs. They are given the same text with gaps which they have to fill while they listen to it being read.

Task – K

The students are shown pictures of 3-4 people, places, events etc. and listen to one of them being described. They have to decide picture being talked about.

Task – L

The class listens to a short talk and makes a summary on it.

Speaking :

Speaking is an important skill of any language. It is a productive skill. Compared to listening, speaking is a difficult skill. The speaking skill in English is much neglected in our schools. The teachers follow Grammar Translation method to teach English. They explain the text in mother tongue line by line. In this approach a teacher uses 80% mother tongue in English class. Hence, the learners are not exposed to English language and do not get chance to use the language. They forget about the importance of Oral skills in target language. But if you pay attention to the development of this speaking skill from the early stage of life, the children can acquire this skill well. As there is a little opportunity of developing speaking skill in English in our family environment it should be taken care of in schools.

Worksheet – 3

Give your responses :

1. At what age does a baby begin to speak the mother tongue ?
2. Does the baby have any experience of language before speaking? What kind of experience?
3. What stages of speaking does the baby pass through before speaking sentences in mother tongue?
4. Does a baby receive any support from his parents and others ?What type of support ?
5. At what class English should be introduced and why ?
6. Does a baby have sufficient listening experiences in English before that ?
7. What is the role of a teacher in developing listening ability in children ?

Why we can not speak English fluently :

There is little amount of listening and speaking in English from early years. Like mothertongue it is always good to develop oral skills from young age. Once our children become old enough they become self conscious and inhibited to speak in English if they feel that they are not good in that skill. They tend to think what others will think about their poor English and feel inhibited to talk in English.

Again we have a wrong notion that one has to speak in full sentences to speak. This is wrong. Do you speak mother tongue in full sentences ? While speaking we mostly use words or phrases. Even if a child knows only 'yes' / 'no', he can speak. But when a teacher compels the children to respond in full sentences, the children become tongue-tied and shy. If they do speak, they grope for words and principles of Grammar which make them conscious of their errors and inabilitys. So, they never speak a word.

Articulation of sound in mother tongue and English :

From early age, a child learns to respond to the sounds and tunes of older members of the family and in due course because of need, the child begins to make use of speech. Its constant exposure to spoken form of language together with its need to convey its feeling leads it to acquire speaking skill. Having all the favourable conditions it takes a number of years to master the sounds of its own mother tongue.

The sounds and the sentence patterns of English are different from our languages and a child gets chance to speak formal English in class III. It becomes difficult for a child to articulate English sounds perfectly and master sentence patterns correctly and normally when we start with writing letters of alphabet. Thus the skills of listening speaking and reading are neglected which provide foundation of a language.

How to develop effective Oral skill in English :

Developing speaking skill in English is a challenge for the children in state schools where children's mother tongue is the medium of instruction. So do not force your young learners to speak English just from the beginning. Let them listen English first through story telling, rhyme, reciting, contextual chain drilling, role play, radio programme, T.V. Programme, etc.

After sufficient exposure to English sounds, ask them to speak words and small sentences from stories. Ask them to elaborate simple pictures, encourage them to talk with friends in informal situations and talk with them cordially. However, while designing speaking activities for the beginners a teacher has to be aware of the features of an effective oral skill.

Sub-skills of speaking :

- a) Appropriacy,
- b) Accuracy
- c) Fluency
- d) Clarity
- e) Good pronunciation (sound, stress, pause, tone, etc.)
- f) Lucidity

It means you should speak appropriately taking into account the person, place and time and also you should speak skillfully and fluently without making mistakes. Your voice should be clear and the things spoken should be clearly expressed with good pronunciation so that it will be easy to understand.

7.4 Oral-Aural approach to developing LS skills :

Listening and speaking are the two sides of the same coin. Without listening, speaking is not possible and if somebody does not speak, what can we listen ? Listening forms the foundation and speaking is built on it. Speaking creates the environment where listening happens. Therefore, the early activities in language class should become Aural-Oral in nature as it is difficult to design activities absolutely for listening or speaking in primary classes. It happens simultaneously because listening and speaking are not only integrated but also interdependent.

This approach has the scope of providing sufficient practice and exposure to acquire the language through :

- Reciting rhymes and riddles
- Telling stories
- Doing TPR activities, chain drill and role play
- Doing other activities like – look and say, listen and identify, listen and repeat, listen and draw, listen and write etc.

7.5 Techniques and activities for developing LS Skills :

(A) Developing listening skill in English at primary level :

Before you proceed to examine the varieties of listening activities suitable for learners at primary level, it is important to understand the two major reasons for teaching listening.

(i) Listening for perception :

In listening for perception, the learner is given practice in identifying the different sounds, sound combinations, stress and intonation, chunks etc. Listening for perception is practised more at primary / middle school level where learners are introduced to English language.

(ii) Listening for comprehension :

In listening for comprehension, the learner is given practice in developing listening for understanding. The focus takes into account the real life needs of the learners. It is relevant to the teaching of listening at middle and secondary level.

(B) Developing speaking skill in English at Primary level :

Before you design activities to develop speaking skill you should know the principles behind it. The activities should be –

- (i) Simple oral talk
- (ii) Contextual
- (iii) Interactive
- (iv) Interesting
- (v) Informal activities

Rhyme :

Recitation of rhymes is an important activity for the beginners in English. The primary purpose of rhyme in lower classes is to make the learners familiar with sound and sound patterns, stress and intonation, chunks etc. The rhythm, the action, the gesture and posture in reciting a rhyme encourage the learners to take part in the activity.

How to present and practise ‘Rhymes’ :

Step – 1

Say the rhyme line by line 2/3 times. Ask your pupils to listen to each line.

Step – 2

Say the rhyme line by line. Ask your pupils to repeat it in chorus. Let the entire rhyme be practised three to four times .

Step -3

Say one line and ask your pupils to say the next line in chorus. Let the entire rhyme be practised 2/3 times in this way. Next ask your pupils to change their lines. For example, they say your line and you say their line. Practise for 2/3 times.

Step – 4

Divide the class into two groups (Group – A and Group – B) Ask Group – A to say one line and Group B the next line. Let them practise the whole rhyme 3 to 4 times. Then ask group –B to begin the first line and Group – A to say the second line. Let them practise the whole rhyme 3 to 4 times.

Step – 5

Ask the pupils to say the rhymes in chorus without your help.

This is a general approach to teach rhyme but you can add more techniques for more practices. Do not hold book or paper chit while reciting rhyme. Do the action, gesture, posture to make it interesting and meaningful. Remember, rhymes are meant for pleasure and articulation of English sounds properly.

Story telling :

Story telling in primary years plays a vital role in language development. Appropriate story telling not only enhances children's fluency and vocabulary but also increases the power of imagination. It also nourishes creativity.

Tips : Tell the story in pupils mother tongue first. Then tell it in English.

Do not tell long stores in lower classes. Make the story interesting and meaningful by asking predictive questions like – What will happen next ? Showing pictures, doing action, gesture and posture, doing modulation of tone, doing miming when necessary shall make the story interesting for the learners.

When you ask questions in between the story do not hurry to get the answer. Allow them to think and say the answers, may be in broken sentences but in English. If you give them time to think it will enhance 'mind-talk' in children.

- Collect some interesting known stories preferably fables (Stories of animals and birds). Prepare some thematic pictures on the story and use them while telling stories.
- Encourage the pupils to repeat the story but do not hurry to get the response.
- Ask the pupils to sit in U-shape while telling stories so that everybody can look at you. They will enjoy your action, gesture and read your lip movement.

Example : The Blue Jackal

- One day Nandu wanted to wash some clothes. (action). He put the clothes into (action) a tub of water (picture). He added some blue colour to the water (action). The water became blue.

(Picture). A hungry jackal (picture) came to the village. The jackal was looking for (action) food. By chance he fell into (action) Nandu's tub (Picture). The jackal tried to come out of the tub (action). He jumped (action). He kicked (action) Splash ! Splash! (Mime). Finally, he came out (action.) of the tub. But his body was blue (picture).

- He ran into (action) the forest. The other animals said "Who is this ? Who is this?" (Question with falling tone)

- They thought (action) he was a new animal. They were afraid of (action) him. So they made him their king. (How will he feel then?)

- Yes, the blue jackal was very happy. He made the tiger his minister. He made the elephant his general. He made the leopard his guard. (Picture of tiger, elephant, leopard) but he did not allow any jackal to come near him. (What will happen next?)

- The other jackals were angry (gesture). They decided to teach the blue jakal a lesson. (Silent for a while.)

- One evening all (action) the jackles started to howl together loudly. Auroooo! (mime) howled one. Auroooo! Howled another. Auroooo! They howled together. The blue jackal heard (action) the noise. (What will the blue jackal do?) He started to howl 'Auroooo!' with them.

- All the animals saw what was happening (action). They heard the blue jackal howling Auroooo! They could know the truth. (What is the truth?) They became angry (gesture). They jumped (action) on him and killed (action) him.

Total Physical response (TPR)

TPR is meant for listening and doing. In second language learning in early classes TPR plays an important role. Through TPR, the learners not only get acquainted with the sound pattern but also guess the meaning and develop the ability of understanding.

Tips :

Step – 1

Demonstrate the TPR (sentence) by action, gesture and posture and ask all the children to do it 3 to 4 times (whole class activity).

Step – 2

Do / Repeat it 3 to 4 times by Group – A and Group – B. One from Group – A will say, all from Group – B will do and vice – versa.

Sep – 3

Repeat the same by pair work. (pair and share)

Step – 4

Ask the children to practise through chain –drill.

Step – 5

Ask one child to come to the front and do according to your instruction.

Example :

One word

Shout

Cry

Laugh

Dance

Two words

Stand up

Sit down

Go there

Come here

Three words

Touch your nose.

Hold your pen

Shut the door

Clap your hand

The above sentence patterns are used for developing understanding English by responding and doing. The first years of introducing English must focus on these TPR activities.

Riddle

Riddle is a bit different from rhyme. In riddle, we focus on pleasure, articulation and understanding. We can call it as – Think and say activity. Normally, in class – V we should do such activities in our school.

Tips :

Step – 1

Say the total riddle line by line with action, gesture and posture 2 to 3 times.

Step – 2

Write the riddle on the black board, read it line by line. Let them think and say the answer.

Step – 3

Ask them to repeat the line and get through it.

Step – 4

After practice let them compose simple riddle from the words given and by filling in the blanks in the sentences.

Riddles are meant for thinking. Don't worry to get immediate answer. Start doing riddle in the last part of the class of IV and continue in class V, VI, VIII... Give clues to elicit answer from the pupils. Collect or compose some riddles for primary school learners.

Example :

I am white in colour.

Liquid in nature.

You drink me everyday.

Who I am, can you say ?

Listen and Identify :

Give the following type of work sheets to the pupils. Then tell the word and ask them to underline what they hear.

Example – 1 :

Pin Pit Sit Bone

Pen Pat Sun Bin

Pun Pull Ship Bit

Pan Push Shop But

Example – 2:

Ship -	Sheep	Ship – Sip
Sit -	Seat	Coal – Goal
Fit – Feet		Full – Fool
Fill – Feel		Pat – Fat

Example – 3 :

Bring the glass here. Bring the class here.

Please knock at the door. Please lock the door.

I saw a train. I saw a crane.

There is a beautiful gate. There is a beautiful cat.

Look and say (show picture)

A good meaningful picture enhances the mind talk and elicits response from the children easily. It is said that a picture talks with the children and children like to talk with the picture. So picture elaboration has a great impact on the pupils. The comics in the picture create curiosity among the children. So it is a powerful activity to develop speaking skill.

Tips :

Hang a big simple meaningful picture in the class. Ask the children to see the picture and discuss it among their friends. Then ask them to say individually about the picture.

Picture must be on a simple theme and it must be according to the level of the learners.

Pictures must not be crowded. (too much elements or concepts)

Do not interfere with their saying. Let them say word/sentence/half sentences what they can.

Observe and encourage the slow learners. Encourage them to say even some words.

Do not correct their faults immediately. This activity is not for developing accuracy. It is meant for meaning and communication.

Chain Drill

An utterance of a word / phrase / sentence which the learners of a class repeat one after another in a serial order is known as chain drill.

Chain drills are very important for practising structures of English. It provides scope for verbal and pattern practice. Really it acts as tongue twister and improves the learners' spoken English.

Tips :

- Select the contextual and meaningful sentences / lines.
- Have practice and give each child a chance to respond.
- Start with simple communicative sentence then go to complex sentences.

Step – 1

Write the sentence / phrase / line on the black board (say the sentence / phrase / line in lower class)

Step – 2

Read aloud the sentence / line as model sentence and ask the pupils to repeat in chorus.

Step – 3

Begin the chain drill and roll it to one of the learners who rolls it to the next and the next pupil to his / her next till it reaches the last student of the class. Do it 3 to 4 rounds.

Example :

(For introducing each other)

- (i) I am What is your name ?
- (ii) My name is What is your name ?
- (iii) I am I am from Where are you from ?
- (iv) I am I live in What about you ?

Role play

In a language learning situation, role play is a powerful activity to open the mouth of the children because children enjoy and get pleasure while doing so. Through this activity stress, intonation, chunking etc. may be practised better. While doing the role and saying dialogue spontaneously, the children get acquainted with the language

Tips :

Prepare a dialogue or choose a lesson from the text book having dialogue. Pick up 2 to 3 children. Orient them for sometime and then ask them to present the dialogue before the class.

Practise the dialogue for 2 to 3 times.

Ask the children to make groups and role-play before the class.

Example :

This dialogue is from the story "The Blue Jacaal:

Mini : Grandma, please tell us a story.

Grand mother : Which story shall I tell you ?

Mini : The story of the blue jackal.

Muna : The blue jackal ! yes, please tell us.

Grand mother : All right.

Question – Answer

Question – Answer is a familiar activity not only in language but also in other subjects. But we do not understand the purpose. Specially we focus on two things.

(i) Content

(ii) Grammatically correct sentence.

But in English if we focus on these two aspects, our very purpose of teaching language will not be fruitful rather it will kill the fluency in language.

(iii) Question may be –

- (a) Yes / no type (Is that a story book ?)
- (b) Wh – type (What is this ?)
- (c) Intonational type (You are a magician)
- (d) Statement + wh-word (The lion did not kill the rat, why ?)

Tips :

- Frame questions keeping in view the level of the pupils.
- Ask simple and short questions.
- Encourage them to answer questions without fear for words / phrases.
- Don't insist them to answer in full sentence.
- Encourage them to ask you questions.
- Try to involve all the pupils.
- Help them by giving clues to answer the questions.
- If necessary paraphrase / simplify the questions.
- Allow them to see the text to get answer.

Self - Check Exercise :

1. Which is th first language skill that a child acquires ?
2. What are the techniques of good story telling lesson ?
3. What is chain drill ? How can you organise it ?
4. What is aural-oral aproach ?
5. How should you correct the learners' English ?

7.6 Developing fluency in English :

Fluency is a major subskill of speaking skill. In our environment the children get little opportunity of developing fluency in English. So you will have to provide this opportunity to them in school. If it is taken care of from the initial stage of learning one can acquire this subskill easily. Let's see what can be done to develop fluency in English of Elementary school learners.

Children love to learn everything through activities as they enjoy doing that. The activities should be so designed that they will get ample opportunity to use the knowledge of English language that they acquire.

Activities :

(A) Group work / pair work :

This is a successful way to learn different things. It is where you assign tasks to the students in groups of 3-6 to work together. The assignment could be to answer a question and to present to the entire class after discussion amongst them. Make sure that the students in the group choose a leader who involves the members of the group in sharing their ideas. If required you help them.

In this activity, the learners talk amongst themselves without any pressure and also without any fear of their mistakes. It can be done in pair also.

(B) Think – Pair – Share :

In this activity the learners take a minute to ponder over the previous lesson, later they discuss it with one or more of their peers, finally share it with the class as a part of a formal discussion. It is during this formal discussion that the teacher should clarify doubts. A ‘think – pair – share’ exercise is useful in situations where learners can identify and relate what they have already known. Prepare learners with some instructions before expecting them to discuss it on their own.

(C) Learning Corner :

It is an effective way for a pair of students to study and learn together. A learning corner is a place of learning where two students alternatively ask and answer questions on commonly read materials. To prepare for the assignment, the students will read the assignment and write down questions. In the next class meeting, you will randomly put the students in pairs. The process begins by designating one student from each group to begin by asking one of their questions to the other. Once the two students discuss the question, the other student will ask a question and they will alternate accordingly. During this time you have to go around the class from group to group giving feed back and helping them answer questions.

(D) Pass the ball :

You can encourage your students to use English by playing a game. For example to play “Pass the ball” you need a tape recorder and a music cassette and a ball. This is how you play it.

- Put on the music.
- The children keep on passing the ball to the child next to them.
- When the music stops, the child with the ball has to answer a question or talk about a picture.
- If a child does not want to answer, it can say ‘pass’.
- When the music starts again, the ball continues around the room.
- You can say ‘Change’ at any time and the ball will go in the opposite direction.,
- After playing this game you could play a memory game. The children could try to remember who said which things.

(E) Eliciting personal talk :

Children generally like to talk about themselves, their favourite things, their hobbies, sports etc. You ask them questions on these and let them answer. The children’s responses are very short. You rephrase and add to what the children say and praise their efforts.

(F) Say the differences :

You give the children two sets of pictures with some differences and ask them to say what differences they find in the two pictures.

(G) Picture Elaboration :

You hang a picture before the children and ask them to say one / two sentences each to have full picture elaboration.

Apart from these the other activities like role play, debate, extempore speech etc. also help in developing fluency in English.

Remember, when children start using English in class, you should encourage them. If they make mistakes, one of the best techniques you can use is rephrasing. It means you change what the child said in English into better English without any negative comments. You wait until the children finish speaking and then repeat what the children said and then add to it. Do not make comments about the form of language the child used. You show them that English is another form of expression which can be used to communicate like their own language. You also encourage the children to continue speaking by showing that they communicated successfully but don't force them to do so. You use correction as a learning tool so that it helps your pupils to acquire English. It means you don't correct the errors of form but errors affecting meaning and comprehension. This will help. The elementary school learners can develop fluency in English, if you sincerely try these strategies.

7.7 Let's sum up.

Listening and speaking are important aural-oral skills of language. Listening provides the learners the first exposure to the language. It has a number of sub-skills. It can be developed through a number of activities. Speaking is a productive skill. This oral skill has a number of sub-skills. Listening and speaking occur simultaneously. There are various aural oral approaches for developing these two skills. Constant exposure to language through listening and speaking help children to master these skills.

- Fluency in English of Elementary school learners can be developed through different enjoyable activities in which there is scope of using the knowledge of English. You should encourage the children in speaking English without correcting their mistakes directly but through rephrasing. Moreover, they should not be insisted on speaking full sentences.

7.8 Answers to the self check exercise :

- (1) The listening skill.
- (2) The techniques of story telling are –
 - (a) Telling a known short story in pupils mother tongue first then in English.
 - (b) Telling the story by showing pictures, doing mining and asking predictive questions.
 - (c) While asking questions allowing the students some time to think and say the answer, may be in broken sentences but in English.
 - (d) Asking the students to sit in U-shape. So that everybody can see the teacher's action, gesture, etc.
- (3) Chain drill is an utterance of a word / phrase / sentence / line which the learners of a class repeat one after another in a serial order

It can be organized in the following way.

Contextual and meaningful sentences will be chosen.

Practice will be given to enable the children to respond.

Slow learners will be helped and encouraged to participate in the drill.

Simple communicative sentences will be given first, then the complex ones.

(4) Aural-oral approach to language learning is to provide sufficient practice and exposure through different listening and speaking activities to acquire the target language.

(5) The children's English will not be corrected directly rather through rephrasing without giving any negative comments. They will be encouraged to finish speaking but not be forced. Correction will be used as a learning tool so that it helps pupils to acquire English. It means errors will not be corrected but errors affecting meaning and comprehension will be corrected.

7.9 Unit End Exercise :

1. What are the sub-skills of listening ?
2. Why is the listening called primary language skill ?
3. What are the sub-skills of speaking ?
4. Why are exposure and practice given importance in language learning ?
5. How can the fluency be developed in the learners ?
6. How do the negative comments affect the learners ?

7.10 Reference for further reading :

1. Distance Education material for B.Ed. Students – IGNOU.
2. English (Distance Education Programme for Untrained Elementary School Teachers' Self Study material) Paper – VII. – TE & SCERT, Odisha
3. English for Primary Teachers – A hand book of Activities and class room language – Mary Slattery & Jane Willis.
4. Resource book for teachers – The learner centered class room – Tasks for Teacher Development – CIEFL, Hyderabad.
5. Study material on Inservice Primary Teacher Training (EITI – Odisha) Manmath Kundu.

Unit - 8

Development of Reading Skill

- 8.0 Introduction
 - 8.1 Objectives
 - 8.2 Reading - Its Meaning and Nature
 - 8.3 Oral Reading vs Silent Reading
 - 8.4 Purpose of Reading
 - 8.5 Text Types
 - 8.6 Sub-Skills of Reading
 - 8.6.1 Note - Making
 - 8.7 Strategies of Reading
 - 8.8 Essentials of Reading
 - 8.9 Levels of comprehension
 - 8.10 Technique and strategies for teaching reading
 - 8.11 Developing reading habits among pupils (Reading for pleasure and reading for knowledge)
 - 8.12 Let's sum up
 - 8.13 Answers to Self-check Exercises
 - 8.14 Unit-End Exercise
 - 8.15 References for further reading
-

8.0 Introduction

We learn a language when we come in contact with it through listening and reading. We use the language through speaking and writing. Of all these four language skills, reading is of prime importance. Because it provides more exposure to the language than the other skills. In learning English as a second language or foreign language, it is reading that provides maximum exposure to the target language through plenty of books and a lot of other reading materials like newspapers, journals etc. We gain more information through reading. Also it helps in improving the other language skills. Through reading, one acquires various aspects of language such as grammar, vocabulary, spelling, pronunciation, writing and even speech skills.

But there is hardly any systematic attempt to develop reading skill in our students. They are neither taught to read properly nor acquainted with the sub-skills of reading. Instead, teachers read out the text and explain mostly in mothertongue (Odia). There is hardly any language activity relating to the skill of reading on the part of the learners. Thus the learners remain poor in the skill of reading.

8.1 Objectives :

After reading this unit you will be able to

- i) explain the nature and meaning of reading, its purpose, sub-skills, strategies, levels of comprehension.
- ii) use the methods and approaches for teaching reading.

2 The Nature and Meaning of Reading

In order to know the nature and meaning of reading, let's start with reading the following sentence :

Bangles are perhaps the most beautiful ornamentation on an Indian woman.

What happens when we read the sentence? The process of reading shows the progress as follows:

To begin with we quickly look at the sentence and recognize its graphic symbols (written/printed letters or words) form the text. This helps us to know that the text is in English.,

Next our eyes divide the sentence into smaller chunks or meaningful units of words.

Bangles are perhaps/the most beautiful ornamentation/on an Indian woman./

Slant lines(/)show the sense group boundaries. This activity is known as perception or formation of sense groups. Each chunk contains the number of words that make a sense.

Finally, the eyes (sense organs) send the signal of symbols to our brain (human computer) which interprets the meaning of the text.

Thus reading is a complex cognitive skill which employs an activity of decoding (getting) meaning/message which the writer has encoded (stated) in the text directly or indirectly. In other words, reading involves a process of recognising the graphic symbols of a text, perceiving the meaningful chunk of words in it and comprehending the same.

8.3 Oral Reading vs Silent Reading

Reading has two forms - Oral reading and Silent reading.

Reading a text with audible sound is called oral reading or reading aloud (not loud reading). It requires the learner/reader to produce the sounds of the language correctly using proper stress (the extra breath force with which some part(s) in a word is said) and intonation (the rise and fall in the pitch of voice in speaking) patterns so that the listener understands what she/he speaks. More focus is on pronunciation rather than getting meaning. Oral reading involves the process of recognizing quickly the printed symbols and producing their sound forms.

Teaching reading to the beginners has to go with teaching reading aloud. Learners in their early years quickly pick up the symbols and sound combination of language. It helps the young learners not only to pronounce the words correctly but to chunk (group) the words that are said at one go without a pause. Thus initial training in oral reading is a stepping stone to success in silent reading.

Silent reading is going through a text without pronouncing words either audibly or mentally. It is an activity of interacting with a text to get meaning and message either explicitly (directly) or implicitly (indirectly) stated by the writer. The process involves recognition of the graphic symbols (written or printed), perception of meaningful phrases (chunking the words into meaningful units that the eyes can have at a glance and comprehension of the ideas stated by the writer.

In most cases, the purpose of reading is getting meaning. While reading aloud our attention is diverted in two directions - pronunciation and comprehension. But the sole purpose of silent reading comprehension only. Moreover, most reading outside school is silent reading - the actual reading in real life.

Reading in most of our primary and secondary schools has been the oral reading. Attention to reading as an exercise in speaking has under-rated the importance of reading as the art of thought getting. Therefore, systematic attempts are to be made for reasonable and gradual switch over to silent reading starting from upper primary classes in our schools.

3.4 Purpose of Reading

We read a text aloud or silently depending on the need of the situation. We may read for information, pleasure and enjoyment.

Reading aloud aims at correct pronunciation and comprehension. In classroom, oral reading aims at proper practice and presentation of the text in its verbal form. In real life situation, we read aloud so that others can listen to us and understand what we are reading out. It is not that oral reading ignores comprehension altogether. While reading aloud a reader's attention is on pronunciation. However she / he gets some meaning out of the text but not as much as one does in reading silently.

Silent reading emphasizes meaning rather than sound. In silent reading the reader interacts with the text and extracts the desired meaning as efficiently as possible. Reading habits like pointing at the words with finger or pencil, unconscious head movement, reading aloud, vocalization or sub-vocalization etc are positive markers of oral reading. But they are treated as distracters in silent reading. Thus the only purpose of reading silently is getting the maximum possible meaning. Besides getting the required information, we also read some texts like stories, novels, poems, comics, cartoons etc for pleasure or entertainment.

Self-check Exercise - 1

Each of the facts below is about either Oral reading or Silent reading.

Read and classify them under two heads - Oral Reading, Silent Reading.

- a) Symbol - sound combination
- b) Attention on both speaking and understanding
- c) Recognition of graphic symbols, perception of words and comprehension of the text.
- d) Focus on teaching the mechanics of verbal language
- e) Useful in whole life
- f) Reading every word or print
- g) Involves pronunciation
- h) Emphasis on comprehension
- i) Reading all words not essential
- j) Recognition of symbols and their articulation
- k) Useful in early years of teaching reading
- l) Development of mental abilities like thinking, guessing, feeling, etc.
- m) Reading with audible sound
- n) Reading without pronouncing words audibly or mentally

8.5 Text Types

We label a text (reading passage/book) considering its structure, content and style. Structure contains the text organization or arrangement, sentence construction, language usage. Content is the theme or subject matter. Style represents the special way in which the text is written.

Think of a story and an essay. Which one is easy and interesting for you to read? A story, of course. It is because its language is light (simple), theme/subject matter is delightful. Style is attractive. There are events and characters in the story which sustain your interest althrough. The content is not only entertaining but instructive too. Thus the text is light, simple and transparent to the reader. The reader is interested in global ideas. So she/he reads fast ignoring minute details. The text presents the reader a reading for pleasure. Such types of texts are light-texts or non-detailed texts.

The second type of text is termed as heavy text or dense text. A text of such type is overloaded with unfamiliar vocabulary, complex sentence structures, themes beyond reader's world of knowledge, abstract ideas. The reader has to read and comprehend minute details. Legal documents, research reports, articles on scientific discoveries, etc. are the examples of difficult texts.

8.6 Sub – skills of Reading

Skill is the ability of doing something. Reading is a skill of interacting with the text for getting meaning / information. While reading we mentally interact with the writer through the text. We get clues from the text, think, evaluate, guess, predict, interpret and respond mentally. Thus reading is an active communication between the reader and the writer.

Reading is a highly complex and active skill. It is a composite skill of so many sub-skills beginning from simple and mechanical ones like recognition of written symbols to highly complex and psychological ones, e.g

- | | |
|--|---|
| <input type="checkbox"/> Extracting main ideas | <input type="checkbox"/> Writing summaries |
| <input type="checkbox"/> Reading for specific information | <input type="checkbox"/> Interpreting a text by going beyond it |
| <input type="checkbox"/> Understanding the text organization | <input type="checkbox"/> Information transfer |
| <input type="checkbox"/> Predicting | <input type="checkbox"/> Forming a hypothesis, testing it, rejecting or confirming it |
| <input type="checkbox"/> Checking comprehension | <input type="checkbox"/> Remembering |
| <input type="checkbox"/> Inferring | <input type="checkbox"/> Classifying |
| <input type="checkbox"/> Dealing with unfamiliar words | <input type="checkbox"/> Comparing and contrasting |
| <input type="checkbox"/> Linking ideas | <input type="checkbox"/> Determining cause and effect relationship |
| <input type="checkbox"/> Understanding complex sentences | <input type="checkbox"/> Elaborating |
| <input type="checkbox"/> Understanding the writer's style | |

All of the mental activities are the sub-skills of reading.

8.6.1 Note – Making – An Important and Useful Study Skill

Texts are woven round main ideas with supporting details. A reader's job is to untie the text organization, identify and locate the main ideas and sub - ideas in order to understand the text. Sometimes it is important to make a note of these points in a systematic way so that she/he can use the note at the time of need. Thus Note-making is a process of reading a text, gathering information from it, storing the information systematically and getting back the stored ideas/information for use.

Let's read the following passage:

"The sun shines over the oceans, the rivers and the lakes during the day. The water in them is heated by the heat of the sun. The water vapours are formed. They are lighter than air. So they rise up. When these water vapours join together, they form clouds.

As the water vapours rise high, they get cooled. When they cool down they change into water again. These drops of water fall on the earth in the form of rain. Rain water flows into the ponds, rivers, seas, oceans. The water in them again gets heated by hot rays of the sun and rises into air as water vapours. This process of evaporation and rainfall is a continuous process. It goes on and on endlessly."

Now underline the main points/ideas in the passage. Jot down the main idea and supporting ideas in the blank spaces below.

1. Main idea

2. Sub - ideas

(a) _____

(b) _____

(c) _____

(d) _____

(e) _____

Here is a list of the main and sub-ideas. But they are not in the order as they appear in the passage. Rearrange them.

When get cooled, they form clouds.

Water vapours rise high up into the air.

The sun heats water on the earth's surface.

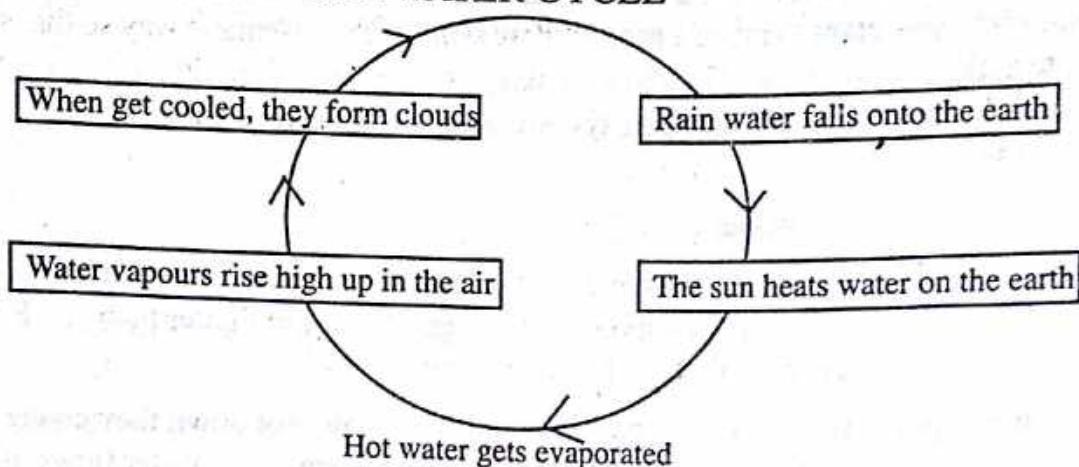
Endless process of evaporation and rainfall gives rise to the water cycle.

Rain water falls on the earth.

Hot water gets evaporated.

Read the following chart.

THE WATER CYCLE



This is how we made a note from the given passage.

How to make notes?

First, read and comprehend the text. See how the writer organizes the text – locate main idea with sub-ideas.

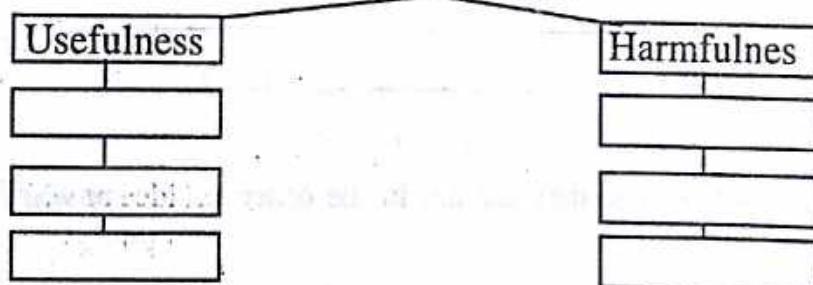
Second, jot down the main points in words and phrases. Try to avoid full sentences.

Third, use a suitable table, chart, graph or diagram to store information. In order to show the endless and continuous process of water cycle we have used a flow chart.

Make a note from the topic ‘Computers’ (lesson - 9 of English Reader for class VII)

In order to do this read the lesson and complete the tree-diagram with necessary information from the text.

COMPUTERS



8.7 Reading Strategies :

Have you ever watched a motorcyclist riding his bike? He does not drive at a uniform speed everywhere always. His speed varies depending on the condition of his vehicle and the road, the purpose of his journey and above all, his driving efficiency. Similarly, the effectiveness of our reading is pre-dominated by the text type, the purpose for reading the text and above all, the reader's linguistic competence.

We read in different ways for successful reading. We read a story differently from reading an article on environmental pollution. Getting an overall idea on a book in order to buy at a Book Exhibition is not the same way as looking up the arrival and departure time of your train on a railway timetable.

We employ a variety of reading strategies for better comprehension. Some are discussed below.

Skimming

Read the following text.

"A large school building in the temple town of Tirupati in Andhra Pradesh is changed into a temporary hospital. Its assembly hall is cleaned and disinfected to serve as an operating theatre. Ten tables are set up in a row and covered with clean and sterilized linen. Then paramedics bring in the first ten patients whose eyelashes have already been cut short. They are gently placed on the tables while ten others sit cross legged on benches nearby, waiting for their turn."

Did you read the passage?

What is it about? It is about.....

- (a) A temple assembly
- (b) An eye camp
- (c) A blood donation camp
- (d) A vaccination camp -

Which one did you choose - (a) ? (b) ? (c) ? or (d) ?

You must have chosen (b). But why? Because it tells us about the topic (idea) of the passage.

What did you do to get the main / overall idea?

You must have read the passage very quickly and then the question. Then you tried to get the fact / information contained in the passage. You have guessed the answer. Next you examined the multiple choice answers. And finally, you confirmed your guess / prediction.

In our everyday life, we read texts with a purpose to form the gist/sumtotal idea of what we read. A quick look at the page will indicate what the text is all about. This way of going through the passage rapidly for getting the main theme or gist of the text is known **skimming**. Skimming needs high speed reading. Reader intentionally skips some words in the text in order to get the gist.

Skimming helps in getting the main points with supporting details in the quickest possible manner. Pre-reading involves skimming. It helps in getting an overview of the material. It includes looking at the note on the author, the introduction, the title the heading and the sub-headings, opening and closing parts.

8.7.2 Scanning :

Study this staff phone list:

BUXI JAGABANDHU HIGHER SECONDARY INTERNAL TELEPHONE DIRECTORY

Name of the staff member	Job/ Department	Extension
Dr Pravat Nalini Ray	Principal	101
Mrs Ila Mohapatra	Vic-Principal	102
Miss Arati Ahuja	Maths Teacher	103
Mr Kaushik Tripathy	English Teacher	104
Miss Deepa Sahu	Physics Teacher	105
Mrs Rashmirekha Samant	Social Science Teacher	106
Miss Bandana Goswami	Secretary to Principal	107
Mrs Mrudula Bhanj	Chemistry Teacher	108
Mrs Suprava Rautray	Librarian	109
Mr Tapas Pattnaik	Office Manager	110

Suppose you are in class XII. One of your close relatives wants to have some information on the staff members of your school. She asks the following questions. Who is your librarian?

What work does Miss Deepa Sahoo do at School?

What is the phone number of your Secretary to the Principal?

To answer, perhaps you will look up the staff phone list in your school diary. Very quickly your eyes will move and fix on the required piece of information. You will purposefully ignore/avoid other facts around because they won't help you in any way. Thus you are reading at the fastest speed and locating a specific piece of information. We apply the same strategy for reading time tables, work schedules, dictionary, telephone directory. Such type of reading strategy is called **scanning**. It requires fastest reading speed. The rate of comprehension is very high, say 100% - the exact information.

Scanning is reading a text very quickly for getting specific piece of information.

8.7.3. Intensive Reading

Now you are doing your Diploma in Elementary Education. You pass with a good grade in the examination. After a few months, you will certainly be looking for employment. One day you notice an advertisement for the job of teacher in primary schools under the State Government of Odisha. You will start reading the advertisement very thoroughly with a lot of care. You will have to gather exact information in detail about making the application. Or else you may miss the chance of having a job. This detailed and careful technique of reading a text is **intensive reading or reading for accuracy**.

The aim of intensive reading is to arrive at complete and detailed understanding of the text. The text is comparatively dense and short by nature. The reading speed is slow. The rate of

comprehension is very high. Reading the instructions on a medicine bottle before one uses it is another example of intensive reading.

Extensive Reading

Do you read stories, novels, comics and cartoon?

Why do you read these materials? Many of you will say - 'For enjoyment' and yet some others will say -'for meaning and for entertainment'. Well, both of you are right. Reading means comprehension. While going through light texts such as stories, novels etc. our focus is on getting the theme as well as getting pleasure out of such delightful texts. The texts are usually large or full-length texts - may be a whole book. The reader is more interested in what matters most - important events or characters rather than full details. She/he tries to understand a book without fully grasping every part of it. Speed is faster but comprehension is not less than 50%.

This strategy is termed as *extensive reading* or *reading for fluency*. It is extensive because the supply and amount of reading materials available around is wider in range and variety.

Self Check Exercise - 2

Look at the reading situations and reading strategies given in the table below. For each reading situation, identify the strategy you would use.

Write the number of the strategy (1/2/3/4) against the situations.

Reading Situations	Reading Strategies
--------------------	--------------------

- | | |
|---|--|
| a) Looking up a new word in a dictionary | 1. Reading carefully for maximum information (intensive reading) |
| b) Suggesting a title for a story | 2. Reading for pleasure (extensive reading) |
| c) Going through the recipe for vegetable biriyani | 3. Reading to get overall information (skimming) |
| d) Reading a novel for taking an examination | 4. Reading quickly to find specific information (scanning) |
| e) Looking at the programme for D. El. Ed Examination you are going to appear | 3. Reading to get overall information (skimming) |
| f) Finding your English period in to-day's time table. | 4. Reading quickly to find specific information (scanning) |
| g) Reading a story in leisure hours | 2. Reading for pleasure (extensive reading) |
| h) Glancing at a newspaper. | 1. Reading carefully for maximum information (intensive reading) |
| i) Reading a job advertisement | 3. Reading to get overall information (skimming) |

Reading as a language skill interlinks several elements leading to successful comprehension. Let's look at these facets of reading in the table below.

Text type	Material	Purpose	Strategy	Speed	Comprehension
▫ difficult/dense	▫ scientific materials, ▫ research papers, ▫ Professional articles, journals etc.	- high degree and detailed understanding of the text	intensive reading	slow (study speed) 200 - 250 words per minute	80-90%
▫ easy/ simple non-detailed	▫ stories, novels, comics, cartoons, simple reference books etc.	reading for pleasure, enjoyment, entertainment getting global ideas, important events / characters	extensive / non-detailed reading	fast 400-500 wpm	minimum 50%
both of the above types	newspaper, magazines, articles, books etc. telephone directory,	getting the gist - main ideas from keywords	skimming	faster 450-600 wpm	60 - 70%
both of the above types	examination results, television or train schedules etc.	locating specific information	scanning fastest 800 wpm	exact accurate 100%	

8.9 Levels of Comprehension

Reading is a process of information-transfer from text to the reader. A reader interacts with the given text and extracts / grasps the required meaning as efficiently as possible. She/he tries to get the meaning and message directly or indirectly stated in the text. She/he understands the text at different levels. Discussed below are the most basic levels of comprehension.

Read the following passage carefully:

One day a lady wrote to a doctor inviting him to have a dinner at her house. The doctor wrote a reply but he wrote so carelessly that the lady could not read it.

"What shall I do?" She said to her husband anxiously. "I don't know if he's going to come or not. I don't want to phone him and say that I can't read his writing."

Her husband frowned thoughtfully. Then he had an idea. "Take it to the chemist," he said. "He'll be able to read it easily." "Thank you", said his wife gratefully, "That's a very good idea."

She went to the chemist and gave the doctor's note to him chemist. The chemist looked at it carefully. Then he put on his glasses and looked at the note more closely.

"Could you wait a moment, Madam?" he said politely. He went to the back of the shop. After a few minutes he returned, smiling cheerfully and carrying a large bottle. He gave the bottle to the lady.

"Take one spoonful before every meal," he said.

Here are some questions based on your comprehension of the passage. You can go back to the passage as many times as you need to locate the fact(s) information required by each question.

1. Which of the following you think is a suitable title for the passage? Mark your choice by "....." in the box at the left.
 - (a) Some doctors write neatly and clearly.
 - (b) Most doctors write very quickly and untidily.
 - (c) Bad handwriting leads to wrong / little communication.
2. Why did the lady invite the doctor to a dinner at her home? (1)
3. Why did not she phone the doctor to tell him about his careless writing? (1)
4. What would you do if you were the lady?
5. Who could not read the doctor's writing? Why? (1 - 5.)
6. Who was more sensible - the lady or her husband? Can you give reasons? (3)
7. Why did the lady go to the chemist? (4)
8. What did he do with the doctor's reply note? Could he read it? (5)
9. Was the chemist young? Support your answer with reasons. (5)
10. What did he do next? What for? (5)
11. Who could be there at the back of the shop (?)
12. How would the lady have reacted to the medicine bottle?
13. What could she have done at last?
14. What would be the doctor's feeling if he was informed about his careless writing ?

Note : Figures in brackets show the paragraph numbers in the passage.

The questions listed above aim at assessing the reader's understanding of the text at different levels such as global, local, inferential, prediction, evaluation. Can you group the thirteen questions you have just answered into these five categories of comprehension? Well, let's discuss the different levels of comprehension and distribute the questions under each category.

Global Comprehension

Question 1 needs the gist or sum total idea of the text. The reader skims through the passage, examines supporting details leading to the author's point of view – bad handwriting stands in the way of the reader's comprehension. Thus he accepts (c) bad handwriting leads to wrong communication. As the passage title is based on the overall idea or meaning, the level of comprehension is said to be global.

Local comprehension :

Questions 5, 6, 7, 8, 10 need the information readily/directly available in the text. Any cursory look can have it. Look at the sample answers to the above questions.

- No.5. The lady, her husband, the chemist and even the person at the back of the shop - none of them could read the doctor's writing. Because it was not legible.
- No.6. It was her husband because he possessed the very commonsense that chemists have lot of practice in reading doctor's notes.
- No.7. She went to the chemist with a hope that he might read the doctor's note.
- No.8. At first he looked at it carefully. Then he put on his glasses and made another attempt to go through it, but in vain.
- No.9. After he failed to make out the head or tail of the doctor's note, he went to the back of the shop perhaps to consult someone there.

The questions above require the reader to read the lines and get the surface meaning signalled by the words. As the required fact/information is locally available in the text, the comprehension is termed as factual or local.

Inferential Comprehension.

Questions 2, 3, 9, 11 require one to infer the answer from contextual and the linguistic clues. The reader reads between the lines, gathers some contextual clues or hints basing on which she/he draws logical conclusion or inference. Look at the sample answer to question no. 9 for example. The answer is 'No'. it is because the chemist's act of using glasses signals that he was seemingly old. Similarly answer to questions 2,3, or 11 are not directly stated / available in the text. But the reader relates to his/her world experience and understands the implicit meaning - she might owe a sense of gratitude to the doctor for his medical advice and assistance that made her come round of her serious illness in the past (Q.2) Question 11 requires the reader to infer the answer using the surrounding clues - chemist's shop, the persons (s) at its back -the chemist consulted him/her and came out smilingly, cheerfully with a bottle of medicine. Thus the reader's wild guess puzzles out the person to have been a doctor or another chemist who is brighter.

Prediction

Questions 12, 13 and 14 require the ability to assess the entire situation incident until the moment and to tell the future perspective - what will happen next? Looking at the external evidence around one concludes/predicts the future course of events. For example: Look at these black clouds in the sky. It is going to rain. Thus the answers to the said questions might be:

12. The lady would have expressed shock and surprise at seeing the medicine bottle. Because it was not what she had expected from the chemist.
13. She would have gathered her courage to ask the doctor if he was coming to the dinner.
14. The doctor would be sorry for his careless and untidy writing that caused a loss of his real purpose of writing.

Question no.4 implies personal meaning. It requires a lot of thinking and ability to evaluate. The reader reaches the highest and the most complete level of comprehension. Not only does he get the ideas but the ideas too get him. He identifies himself with the characters and sympathises with them. He becomes aware of the moral problems. He evaluates the situations and states judgment of his likes or dislikes. Such type of comprehension is labelled as the reading with involvement.

In answer to question 4, one would like to say - when I failed to make out the doctor's handwriting, I would promptly telephone or visit him and get confirmed about his attending the dinner at my home. I would have acted frankly without any ifs and buts.

Self-check Exercise - 3 :

Learners in our class can be labelled as average type, below average type and above average type considering their mental ability. Suppose that a silent reading session is over in your class and now you are going to ask teaching/reading questions to check how well they have read the text. In the table below are given the question types and learner types. Write a number of the learner type (1/2/3) against the question type.

<u>Question Type</u>	<u>Learner Type</u>
a) Global	1) Above average
b) Local/factual	

- c) Inferential
- d) Prediction
- e) Evaluative/judgement

2) Average

3) Below average

Of the four language skills reading is of paramount importance. Where there is little reading, there is little learning. An individual's knowledge depends upon his reading ability. Further education of individual students is entirely based on the quality and quantity of reading. Reading is a life skill in modern life. It is interwoven with life, recreation and other activities of young people and adults. Therefore, this important skill has to be taught systematically in our schools.

8.10. Techniques and strategies for teaching reading.

The learners are to be taught the art of reading. Reading is a multi-lingual skill as it contains the skills of listening and speaking as well as is an input for writing. However reading needs some mechanics and it should be developed in phases.

Phases of Teaching Reading

The teaching of reading may go in two phases:

Phase 1: Teaching basic mechanics of reading to the beginners during the first year.

Phase 2: Teaching interactive reading during the following years.

Phase 1: Teaching the Basic Mechanics or Reading

This phase is devoted to teaching reading skills based on listening and speaking. At this initial stage listening involves recognition of sounds, speaking involves use of sound patterns and reading involves recognition of symbols - recognition of alphabet, combination of alphabet into words, words into phrases, phrases into sentences, sentences into paragraphs and paragraphs into a complete text.

Suggested below are some practical hints for teaching reading English to our young learners.

Development of Learning and Speaking Skills

Listening and speaking lay the foundation of language learning. In case of the first language or mother tongue these primary skills are well developed at home and in the society before the child comes to school for formal education. And we start teaching reading and writing. There is little development of listening and speaking in English at home. Yet we start with reading and writing in English in Odia medium schools. Hence before students are introduced to reading, the foundation of the language (English) should have been laid by developing their listening and speaking skills in English.

This can be done with a well-prepared pre-primary course in English for developing the listening and speaking skills of our young learners during the first quarter of the first year. The short term preparatory course will introduce and practise enjoyable learning experiences through storytelling, rhymes and action songs, TPR (Total Physical Response). This pre-primary part is to be closely linked to the Primer-the first book of English, for example, My English Book, Class-III, first Edition - 2007 published by School & Mass Education Department, Govt. of Odisha, Bhubaneswar. The words, phrases, sentences, paragraphs in the primer should be taken from the stories, action songs, TPR lessons to which the young, learners have already been exposed to orally. Suppose for example, they have listened to the story "The Lion and the Rat" in the primer. If we use words 'rat', 'lion' in isolation in the primer or the phrases 'small rat', 'big lion' or 'the big lion under the tree' (taken from the story), they have a context and wholeness as these are not isolated words and phrases for them.

The currently prescribed primer (My English Book - Class 111) has made provisions for teaching the aspects of language like alphabet, spelling, punctuation etc. You can introduce games and activities to make these interesting for the learners.

But the pre-primary aspect is missing in the primer. One way of solving the problem is to tell the stories and action songs in the primer first and linking them with the isolated words, phrases, texts in the prescribed picture book (primer).

Self-Check Exercise - 4

Your pupils are going to practise the following rhyme. Prepare a set of learning objectives for the rhyme.

Rhyme Time

- | | |
|------|--------------------------------------|
| 1,2 | one, two
Polish your shoes. |
| 3,4 | Three ,four
open the door. |
| 5,6 | Five, six,
Pick up the sticks. |
| 7,8 | Seven, eight,
Pick up the sticks. |
| 9,10 | Nine, ten,
Run after the hen. |

Experiencing Books

Before teaching our learners how to read, we should create in them the desire to read. Experiencing books by them is one such successful way of motivating them to read. Long before the learners learn to recognize English alphabet, they can be given chances to handle or experience books. Collect some children primers / picture books in English. Give each a copy or two or three a copy. Ask them to see/ handle the books the way they like for about half an hour. They will open the pages, see the pictures, try to guess what the pictures are about and talk among themselves about the book and the pictures. They see the pictures and the writings (which they do not understand) above and below the pictures. Obviously many of them will sense that the writings are about the pictures. They will talk about these among them. This will create in them a great desire to read.

Next tell them about the picture, read aloud what is written. If it is a story, read it aloud and tell them the story. Tell them that they can read and understand the story if they keep on reading.

Reading Pictures without words

At first students are introduced to picture reading. To begin with students are shown / given the pictures of known words which they have picked up from environment such as apple, aeroplane, bat, ball, cup, plate, car, jeep, kite, orange etc., and pictures which they have been exposed to in pre-primary course. They look at the picture(s), recognize and say their names aloud. This process is technically known as *shadow reading*.

Next they are exposed to pictures with the words below them. See lesson - II & IV of the prescribed Primer for class - III.

Through picture reading the young learners are taught to recognize the alphabet (capital and small) and words, combination of letters in a systematic way. They also learn the phonic value of letters and phonemes (the sound of a language that is significant in meaning). They also learn to associate symbols with sounds and meanings.

Picture reading leads to sign reading - reading the written words without pictures. First, just reading the word without picture, the learner gets a mental picture of the object the word represents. For example, just seeing the word 'ball' the learner gets a mental picture of a ball she/he has read during picture reading. Second she/he also learns to associate this word with a real ball.

Recognition of English Alphabet through Picture Reading

To begin with students are given / shown the pictures of the known words they know from their experience in the environment - apple , ball , cat, dog, egg, fan, goat, hen, ice-cream, jug, kite, leg, monkey, nest, orange, pen queue, rose, sun, table, umbrella, van, woman, X-ray, yellow, zebra etc. They have a look at each picture, think remember and relate with the real objects / animals etc they have seen or known. Then they tell the names aloud. This process is known as SHADOW READING. As we know shadow is the dark shape that somebody or something's form (appearance) makes on a surface. It's not the real person or the object. But looking at it you can guess and tell the person object. Through shadow reading they learn sound symbol combination (see page - 24 & 25 in My English Book for Class III.)

Next they are exposed to known pictures with the corresponding words printed (written) below them. Students look at the pictures, guess the words below to be their names and read them aloud. This process helps them in picture - word combination.

Picture reading helps them in two ways:

- (a) Recognition of English Alphabet
- (b) Understanding the sound - letter relationship

(a) Recognition of English Alphabet

By way of the picture reading activity children are to be taught to recognize and name all the 26 letters of English alphabet from A to Z. As this is a very boring and tiresome activity, specially for young learners, we should, as teachers of English, try our best to make it as interesting and enjoyable as possible. For example, teacher makes good use of the lesson - II (in My English Book for Class -III) for reading the pictures as:

A for ANT (T shows the picture and reads it aloud)

Next time two pictures can be taken: A for ANT

B for BAT

Next time four pictures at one go: A for ANT

B for BAT

C for CAT

D for DOG

Add the number of pictures to continue up to Z for Zoo etc.

As an extension, here is an interesting rhyme activity.

A for APPLE

E for ELEPHANT

B for BALL

F for FAN

C for CAT

G for GOAT

D for DOLL

H for HEN

Next you continue the activity with lesson - III - RHYME TIME at page 13 of My English Book for Class - III.

(b) Understanding the sound - letter relationship.

When used in words, some English letters are pronounced differently from their individual sounds. Notice the sound of 'C' in the words Cat and Ice-cream, 'e' in 'elephant' and 'engine' etc.

Teacher must be well aware of such letter-sound variation before she/he teaches them.

A good dictionary will show you the right kind of pronunciation of letters in words.

Reading Words Without Pictures

Picture reading leads to sign-reading, i.e. reading written/printed words without pictures.

In this phase known words without pictures will be presented. The learners get a mental picture of the object which the word represents. Just seeing the word 'rose' the learner gets a mental picture of a 'rose' that she/he has read during the picture reading sessions, She / he also learns to associate the word with a real rose.

Reading Phrases, Sentences

From words learners learn to read a phrase (groups of words), like 'a rat and a lion', from phrases to a sentence - 'The lion is sleeping under a tree'. First like teaching the words through pictures, these phrases and sentences are to be taught through pictures taken from stories they have listened to during the pre-primary stage (the first three months). Later they should be taught to read only written symbols and get mental picture.

During the phase of teaching the basic mechanics of reading and even in the early part of the second phase of reading (interactive reading) we have to support the text (stories, poems etc.) with picture. This is the phase of Scaffold Reading - Reading a text supported by pictures which are gradually withdrawn.

No doubt a word supported by its picture makes the job of reading easy for the beginners. But the real purpose of reading is reading only the printed or written symbols and getting a mental picture of them.

Reading a Complete Text

Finally, at this stage, they read a small piece of complete text - a prose piece with pictures (see lesson - X, XI, XII in the prescribed primer for class - III) or a short poem with pictures like the following.

Rain on the green grass,

And rain on the sea (Picture)

And rain on the house top,

But not upon me.

Or

Two black birds,

Sitting on a wall. (Picture)

One is peter

The other is Paul

The first year of learning English should end up with enabling our young learners read and comprehend a small portion or piece of a complete text - a paragraph or a poem of four to six lines. The current English textbook for class - III can be used for the purpose. From the second year onwards, we should teach interactive / communicative reading.

Four Basic Methods

The techniques suggested above for teaching reading to beginners are an improvised version of the traditional four basic methods which are:

- (a) The phonic method
- (c) The sentence method
- (b) The word method
- (d) The story method.

(a) The Phonic Method

This method is based on the principle of sound - letter relationship. Only the phonic words (words with spelling-sound similarity) can be taught in this way. Non-phonic words (words whose spelling is not always a close to their pronunciation) cannot be taught in this method.

The phonic method uses the following steps:

- (i) The child first learns the sounds most often represented by the various vowel and consonant letters e.g. pin, pen

- (ii) Words of various patterns are then introduced.

e.g.	cat	mat	rat
	pen	hen	den
	bee	see	fee

- (iii) Diagraphs (unit of two letters representing one sound) are then taught.

e.g. Fish dish, miss, branch, watch, catch

- (iv) Certain rules with spelling - sound relationship can be taught.

e.g. gate late slate
kite write light

(b) The Word Method

In this method words are presented as complete whole. Children recognize them at a glance without analyzing them with letters. Useful verbs, nouns, adjectives and adverbs are taught by means of action games and by labeling objects. Gradually these words are joined to form simple sentences. Such words and sentences can be presented on flash cards (Cards that are flashed for a few seconds for quick recognition) also.

(c) The Sentence Method

The method uses the sentence as the unit of utterance. Every sentence chosen must contain a complete unit of thought and definite image. It should extend and support the vocabulary already learnt orally by the pupils. Hence the sentences are mostly drawn from the children's own experiences of their home and school life.

These sentences are presented along with suitable pictures on the sentences card.

The learners are first encouraged to talk about the pictures. If possible the teacher weaves a story around them. The teacher then reads out the sentences. The cards are then passed round for individual reading practice. Students are discouraged from pointing to the words. They read the sentence as a whole.

When a number of sentences have thus been practised, exercises in quick recognition are given. The learners can also be asked to match the sentences with the pictures. This can be initially done as a group activity but should eventually be practised individually. Later sentence cards alone are flashed without accompanying the pictures for instant recognition.

(d) **The Story Method**

The whole story is the starting point in this method. Teacher narrates the stories supported by illustrations. At the end of narration the pupils are encouraged to reproduce the story in groups and individually. The written story is now recognized as a whole. A story chart is developed. Learners are given various sentences and teacher writes them on the blackboard.

After initial reading of a few stories off the blackboard, teacher introduces the printed text. He reads each story aloud and the pupils follow his reading with the books open. This is followed by a discussion of the story to help students understand it. New words are taken care of. Only after such oral preparation are the pupils asked to read the story aloud.

Reading aloud has its limitations. It cannot be done by everyone in the class at the same time. The session cannot be carried out for a long time either. There should however be a little reading aloud by three or four students in each period. The reading should not be just barking at words mechanically. It should be supported by blackboard work and comprehension check session.

8.11 Developing reading habits among pupils (Reading for pleasure and reading for knowledge)

Development of reading skill usually implies the classroom strategies for teaching reading. Two textbooks have been prescribed to meet the purpose. One is a detailed reader and other, a non-detailed reader. Former employs intensive reading and the latter, extensive reading. The detailed reader contains short texts which present the living language, the language in current and frequent use. The texts in an extensive reader are usually longer, language simple, fluent to describe or narrate panorama life as it flows. The aim of intensive reading is to obtain the fullest possible response to text. The ultimate aim of extensive reading is to foster the habit of reading for information as well as pleasure.

A detailed text requires the reader to move slow in order to gather the tidbits of the content. In an extensive reading session the reader reads fast and is interested in what matters most - important events or characters.

A reading lesson - be it intensive or extensive employs interactive reading which glides through three phases - Pre - Reading, While- Reading and Post - Reading. The process/method of teaching has been discussed in detail in the previous unit of this module. You may revisit the section to know- teaching interactive reading.

The prescribed English Readers from class IV to class VII are meant for detailed study. There are also poems, stories, comics which are read for pleasure. Class VIII students have two textbooks. One detailed reader and the other non-detailed reader. The non-detailed reader requires a little bit different treatment. The sense group paragraphs (SGPS) are usually longer. Comprehension questions have to be based on important ideas or incidents or characters. They aim at exploring / discovering human values, personality traits etc. Putting ideas / events in order is a good task for developing logical thinking.

There are learning tasks / activities deliberately ignored / neglected presentation and practice of vocabulary, language usage, grammar points etc. You need to pick up 'STORIES PAST AND PRESENT'-non-detailed text currently in use for class VIII and look closely at the presentation of the lessons.

However, the ways suggested below may be put into practice for promoting reading habits of the young learners in Primary / Upper Primary Schools.

(i) Planning reading for the whole year.

This is the beginning of a great effort you are going to undertake. Consult your colleagues and the head of your school. Chalk out a tentative plan for your student's reading activities throughout the year. State the objectives, methods and materials.

(ii) Finding a quiet corner

Find a silent zone where your reading classes will sit. It may be preferably an open space / field with tree cover. You can work here beyond monsoon months. Your classroom will be a suitable space during bad weather.

(iii) Furnishing a reading corner

You hardly need any furniture. Your students can sit on the ground under shady trees. Spread mats or tarpoline.

(iv) Selection of suitable reading materials

Selection of suitable reading materials is a very important pre-requisite of a reading programme. While choosing the materials, consider their appropriateness for your young ones so far as their age, achievement level, mental abilities are concerned.

Learners at primary level like picture books, primers, children books, picture dictionary etc. The get up the book, its print, illustrations, jacket, size etc. should be attractive to interest the reader. Text contents are usually meant for description of animals, fruits, flowers, birds etc and recognition of printed text.

Students of upper primary level are fond of comics, cartoons, jokes, fun stories, books on biography, science, geography, adventure, folk tales, fables, etc. The titles must be in their abridged, adapted and simplified versions.

They also find interest in newspapers, children magazines, junior dictionaries, word books.

v) Setting aside some time.

Schedule the time weekly. Hours following outdoor activities are ideal periods for sitting and reading.

(vi) Display of the Reading Materials

Books at random will be placed on a table/ long desk for beginners. The advance group may pick up their choice from the sections of books arranged theme wise.

(vii) Children's choice of books

Students move round the reading corner, pick up any book, quickly browse through and finally select one. Teacher won't interfere. However, teacher's advice and encouragement counts much in the situation.

(viii) Experiencing Books

The young readers look at the books displayed, Pick up one or the other, skim through, choose or reject. Finally, she/he has one in hand, moves into a convenient corner, stands or sits with the book to go through. Sometimes pairs read, think and share their ideas of material. Groups get busy in discussing their exciting experiences of reading the books.

(ix) Interacting with the readers

When the reading session comes to close, the teacher interacts with students in order to assess their experiences. It helps him/her to decide the future course of the programmes.

(x) Deciding the next session activities.

Taking the experiences of the last session into account, the teacher decides and plans the future course of action. A lot of considerations take place, such as which books are to be

read, what tasks are to be set, how individual problems can be sorted out etc. Reading has been a great challenge for the young learners to-day. They hardly ever read anything, in real sense. Teachers read out their reader book and explain everything. But we must promote their reading habit. Everyone at home or in school is to encourage them to make their own book selection, to help them discover the excitement of reading to maximize their reading potential and promote a sense of achievement.

8.12 Let's Sum Up :

Reading is a process of information - transfer from the text (the writer) to the reader. It involves the recognition of graphic symbols, perception of meaningful of words and comprehension of the meaning and message explicitly or implicitly stated in the text. A text is the symbolized thoughts and ideas. Reading as a thought-getting art employs reading strategies like skimming, scanning, intensive reading and extensive reading. Comprehension of a text takes place at multiple cognitive levels. But the mostly recurrent comprehension types are global, local, inferential, prediction, evaluation / judgment types. Teaching reading in our schools needs war-footing attention. Teaching reading to beginners aims at careful training in development of the basic mechanics of reading like recognition of letters, reading picture, reading words, phrase, sentences and short texts. Later from the second year and onwards the focus is on interactive reading which develops skills in intensive and extensive reading.

8.13 Answers to the Self-Check Exercises

Self-Check Exercise - 1

The facts on reading are put under two groups below:

Oral Reading

a, b, d, f, g, j, k, m

Silent Reading

c, e, h, i, l, n

Self-Check Exercise - 2

Reading situations with matching strategies.

Situations	Strategies,
a	4
b	3
c	1
d	1
e	1
f	4
g	2
h	3
i	1

Self-Check Exercise - 3

Question types	Learner Types
a	1, 2
b	1, 2, 3
c	1, 2
d	1, 2
e	1, 2

Self-Check Exercise - 4

The learning objectives of the poem are stated below.
Young learners will be able to:

- sing and enjoy the rhyme.
 - listen and speak.
 - listen and act.
 - read and recognize the numbers in English (1 to 10)
 - link sound - symbol - sense.

8.14 Unit-end Exercise

Find below some questions to assess your overall understanding of this learning unit. Try to answer. You can go back to the text as many times as you need to locate the fact(s) information to write your answer. When completed writing, you get it checked by a teacher near to you.

- (a) How do oral reading and silent reading help your learners?

(b) Two textbooks in English, namely, 'A NEW APPROACH TO ENGLISH' and 'STORIES PAST AND PRESENT', have been prescribed for the vernacular medium students of class VIII in our state. What are the objectives for prescribing two books ?

(c) What are the different strategies of reading?

(d) Read the following poem. Frame questions to check your learners' comprehension at different levels - global, local, inferential, prediction, judgement. Give at least one question for each type.

Day and Night

Said Day to Night

"I bring God's light,

What gifts have you?"

Night said, "The dew."

'I bring bright hours'"

Said Day, "and flowers."

Said Night, "More blest,

I bring sweet rest."

- (e) What are the two phases of teaching reading?
 - (f) Read this rhyme.

Come little children, come to me, I'll teach you ABC.

ABCD	EFG
HJK	Lmnop
LMNOPQ	RST
CVW	XYZ

XYZ and sugar on my bread.
If you don't like it, better go to bed.
Next Monday morning come to me,
I'll teach you ABC.

Which of the following skills can you teach using this rhyme? Tick (✓) in the box.

- | | |
|---------------|--------------------------------------|
| (i) Listening | (v) Naming the letters in English |
| (ii) Speaking | (vi) Recognition of English alphabet |
| (iii) Reading | (vii) Sound pattern |
| (iv) Writing | |

(g) Read the following poem.

White sheep, white sheep,

On a blue hill

When the winds stop,

You all stand still.

You all run away

When the winds blow.

White sheep, white sheep

Where do you go?

Now answer the following questions.

- (i) Who are called 'White-sheep' in the poem?
(ii) The poem is a riddle. Students read it and solve the riddle. Which of the following sub-skills of reading they use?
(i) thinking (ii) guessing (iii) comparing
(iv) imagining (v) prediction (vi) inference (vii) comprehension
- (h) What is Interactive-reading?
(i) What are the different stages in an interactive reading lesson?
(j) What does the reader do at different phases in interactive reading?
(k) What are the steps for an oral - reading. session?
(l) What is the usefulness of oral reading?
(m) What are the limitations of oral reading?

8.15 Reference for Further Reading

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Unit - 9

Development of Writing Skill

Structure

- 9.0 Introduction
 - 9.1. Objectives
 - 9.2. Kinds of text
 - 9.3 Sub-skills of writing
 - 9.4. Mechanics of Writing
 - 9.5. Teaching Composition at primary and upper-primary level
 - 9.6. Facilitating Integration of skills
 - 9.7. Let's sum up
 - 9.8. Answer to Self-check Exercises
 - 9.9. Unit-end Exercise
 - 9.10. References for further reading.

9.0. Introduction -

Writing is the final skill in the hierarchy of language skills. The inputs from the skills of listening, speaking and reading are used in the skill of writing as output. When one writes, one expresses one's mind and heart in appropriate language with correct as well as beautiful expressions. One can judge the personality of a writer by making a careful analysis of his/her written text.

Now read the expression given below and think over it.

- a) "Writing maketh an exact man" - Francis Bacon

Do you agree with Bacon?

Yes/No

- b) Why do you think that writing as a skill is necessary for you?

- c) How can we develop precision and correctness in writing of our learners in English? Three ideas have been given to help you. Add more ideas on your own.

- Thinking
 - Generating ideas
 - Accuracy in language usage

9.1. Objectives -

On completion of this module, you would be able to:

- explain writing as a skill.
- spell out the different sub-skills.
- understand the concept, skills and mechanics of writing.
- develop strategy for teaching composition at primary and upper primary level.
- conceptualise the theory and practice of integration of skills.

9.2. Kinds of text

Before we learn the sub-skills of writing, let us know the different kinds of texts that people write.

Kinds of texts

- a) Narrative
- b) Descriptive
- c) Argumentative
- d) Expository
- e) Persuasive

Though some of the sub-skills are common to all types of writing, some others are very specific to a particular kind of text. Let us analyse a small text on each of the types.

a) Narrative-

Read the following text.

Last Wednesday, my mother asked me to go to the market and buy a dozen of eggs. I took my bicycle and then went there. Next, I bought the eggs and came home. Mom was in the kitchen. After making omelette of two eggs, she served me my lunch. I was very happy to have my lunch from her.

Features of a narrative text.

- Style of writing is basically story-telling.
- Needs proper sequencing of the events.
- Using appropriate linkers, ie. next, then, after, etc.
- Using past tense of the verbs. (This practice is 'common but not compulsory').

b) Descriptive- Read the following text.

Kamal is 21. She is a beautiful girl. She has an oval face. Her hair is curly and black. However, she has a long nose. She usually wears jeans and a t-shirt.

Features of a descriptive text.

- The description above does not take the narrative forward in terms of events, though it takes the text in terms of description.
- Note that adjectives are used in the text to describe the person. Adjectives can also be used to describe places and objects.
- Present tense forms of verbs are usually preferred.

c) Expository - Read the following text.

The growth of craft in the society is the sign of the ability of man to move in to a graceful world, away from harshness of drab existence. Craft people face poverty and exploitation due to the fact that they are not able to face the market and its demands, once the artistic work is done.

Features of an expository text-

- The text exposes a subject for the reader.(Here the subject is 'the status of craftsmen')
- It presents facts and development of ideas about the facts.
- It makes the reader encounter some unknown words. The reader has to guess the meaning from the context.
- The usual tense forms of verbs can either be past or present as it needs both description and narration.

d) Argumentative- Read the text given below.

Should Women marry? Yes, they should. As they are the ones, who provide love to each member in the family. Because they can take proper care of children and their old parents. On the contrary, man cannot be man without woman. There will be an end to the mankind without their marriages.

Features of an argumentative text

- The text puts forward an argument that is the opinion of the writer.
- The writer uses linkers like as, because, on the contrary, etc.
- There can be movement of sentences from simple to complex ones.
- The opinion framed by the writer is subject to challenge by others.

e) Persuasive text- Read the expressions below.

No smoking.

Keep to the left.

Silence please.

Features of a persuasive text-

- * The texts are in short forms.

- * They are the slogans or instructions used on the roads, walls, advertisement hoardings and in newspapers and magazines. .
- * They express a command, an order, a persuasion or a request.

9.3. Sub-skills of writing :

Sequence of sub-skills -

Think of the four language skills. Do you know which one out of these four comes first and which one comes at the end? Listening usually comes first and writing comes at the end. Listening, speaking and reading lay the foundation for writing. Unless there is plenty of exposure through listening, speaking and reading, the building of writing skill collapses. Is it possible to speak without enough listening in case of language acquisition? Is it also possible to write in English without listening, speaking and reading in English? Again, we have to know the functions of the subskills of writing. Every child has to be provided with inputs through exposure. The more the inputs in listening, speaking and reading, the more inputs to writing, and the more the inputs to writing, the more outputs on writing.

Range of sub-skills

Writing activity encompasses a wide range of sub-skills and activities. Since, Writing in English begins at a later stage as our learners have already learnt how to write Odia letters, they do not need to learn the conscious psychomotor skills. They do not also need to draw a lot of pictures to develop the balance of their hands as these have been taught to them through Odia. Initially, a child has to copy and write. It comes under the controlled practice of writing . It is followed by guided writing. Free writing is the next stage, where the learner writes without any support from any of the sources. The last stage is the stage of creative writing which encompasses very high order skills. However, before writing the scripts of English language, the children can be provided stroke practice required for the language. This would make their handwriting clear and legible. It would look good and beautiful.

Writing the alphabet and copying activities

This activity -needs two important sub-skills. They are the stroke and the movement (where to begin and where to end). Failing to attain these sub-skills will hamper the speed and legibility in writing. Though this is the beginning, this stage requires high degree of accuracy. We must know two aspects of the letters, i.e. the shape and size. Initially, we must identify which of the letters have circular forms and which of them are semi-circular. Next, we must know which letters have rectangular and which letters have square forms. We have to identify the letters, which have the forms of lines. We shall be decisive to start with the easy-to the difficult ones. As teachers, we have to make all the activities relevant and interesting.

You need to make your learners read the picture, read the word and copy on the space provided with three or four lines. In the same way, make them copy words and phrases. All the words and phrases must have been exposed to them through listening, speaking

and reading activities. Learners need to be taught how to write small and capital letters distinctly.

Dictation-

In such an activity, teachers say words, phrases and learners write them on their copies. They will also copy blackboard texts. Blackboard texts are the small and interesting texts containing 4 to 6 line poems, short stories of 5 to 10 sentences, etc. You need to collect such materials from Champak, Reading Cards and other local specific materials available around you. When learners copy a blackboard text for several times after being exposed to the text through listening, speaking and reading, you have to say words and learners write them. Next level is the level of the sentences. They will be taught to match columns, fill in the blanks, and complete the sentences. At this level they listen to a short narrative, look at 4 to 5 sentences on the blackboard and put them in proper sequence. While organising such an activity for your learners, you have to be careful in the following aspects :

- Putting the handwriting copies on a plain surface
- Using a good pencil/pen
- Using unjoined and printed forms of letters
- Using proper space between words
- Using right stroke for every letter.(small or capital)

Other activities- Filling in forms and simple writing are good tasks at this stage. You may show pictures of a cycle, a classroom, a train, a hospital, etc. and ask your learners to make list of words relevant to the objects in good hands. Another way of doing a writing activity is giving them a small poem of 4 to 6 lines and teaching them how to write answers to questions in short forms. You have to be careful of learners' beginning the sentences with a capital letter and ending each sentence with a punctuation mark.

Scaffolding writing-

The word 'scaffold' means providing learners support till they need and till they can stand on their own. There are various means of scaffolding.

They are writing props, reading, information transfer, etc.

i) Writing props- Writing props are the key meaning giving words, which can be used to form sentences and then a discourse. Here is an example of a boy called Gopal and what he does every morning.

What does	When does
Gets up	6am
Brushes teeth	6.30 am
Takes breakfast	7am
Does homework	7.30 am

Based on the props in the table, provide you learners a model sentence, eg. Gopal gets up at 6 am. Now ask them to form pairs and write other sentences based on the props given. Ask them to make a small paragraph of 4 sentences. You can give extension and variation to such an activity by providing inputs of more props. Once they complete writing on 'Gopal', ask them to go to their friends and interview them and collect such props on them. If required make the questionnaire for them, eg. When do you get up? After this step, ask them to develop a paragraph on their friends. This type of activities should be continued till they can write without props.

ii) Reading to scaffold writing- This is a good way of developing the writing skill of learners. Ask them to read a small text, let them fill in the blanks and develop some sentences to write some sentences. E.g.

Gopal Dash is a student. He is in class VI. He is in section 'B'. He studies in Khannagar UP School, Cuttack. He reads English at school.

Now ask learners to fill in the following information sheet.

Name of the student _____

Class _____

Section _____

Subject _____

Your learners at this stage need to fill in such labels for their friends for all the subjects they study. They read the text again and again and compose some small paragraphs on their friends.

iii) Information Transfer as a means of scaffolding writing- Ask learners to read a text and work in pairs to complete the diagram that you set. The diagram may be a table, a flow chart, a tree diagram, etc. Say them to read the diagram and convert the information in the diagram in to a small paragraph. Eg.

"There are three types of students: those who study, those who don't and those who just get by. The first type can do the work fairly well or very well. Usually such students come from homes where they are encouraged to study. The second type has no motivation. Perhaps they have more money than what is required for them. The third type is probably the ones with the most brains; they do minimum work for adequate results".

Type of students

1

2

3

Steps for organising such an activity -

1. Ask learners to read the passage.
2. Ask them to fill in the tree diagram.
3. Ask them to convert the diagram in to a passage of their own.

Features of a good paragraph-

You must know that a paragraph constitutes the minimal unit of writing. It obviously contains a topic sentence, which carries the main idea of the paragraph. It takes many qualifying sentences, which support to the main idea as reflected by the topic sentence. All sentences in the paragraph are placed coherently as they are closely linked to each other. There cannot be any intruder (odd man out). It must end smoothly to show the unity of sub-ideas in the paragraph.

Process of writing.

How can we help our learners to write something? It may be an essay, a letter of application or anything. Here are some strategies for developing the process of writing. Each of the strategies can be treated as a sub-skill of writing.

Getting ideas- It is essential to get ideas in order to write anything. Here are some ways of getting ideas.

-Brainstorming is an important strategy to get ideas. As you know writing is consequent to thought, no writing can be possible without thoughts.

- Referring to different materials is another strategy to get ideas. You may ask your learners to look up dictionaries, word books, encyclopaedias and different texts based on the topic.

- Surfing the Internet is another important source of getting ideas. We can do it by going to different web sites. The internet has become most popular form of device to offer us ideas in this context.

- Consulting their peers can be a good way of getting ideas. What an individual learner does not know may be known to some of his/her friends.

Organising the ideas- Thoughts which come to our minds cannot be linear. There is a need to sequence them. We may give our learners some jumbled sentences and paragraphs to sequence them in order to teach them the sub-skill of sequencing.

Writing the first draft- At this stage, learners should be encouraged to write without any fear of going wrong. There is the need of expression that should come to their minds.

Writing the second draft- Writing the second draft requires discussion among the learners first. They sit in small groups and share what they have written. Let learners think out why certain words and expressions were used, why they made certain decisions about ordering of ideas, etc.

Editing- This is the stage of correction and improvement of the text that our learners have written. Our learners have to know the following sub-skills.

- a) Spelling - Any good writing demands spelling. Any mistake in spelling will mislead to understanding. This part has been dealt specifically in the chapter of "Mechanics of Writing."
- b) Construct grammatically correct sentences - Accuracy is necessary for writing. Grammatical errors: word orders, tenses, articles, punctuations and concord must be reflected correctly. Learners have to receive plenty of exposures through listening, speaking, reading different texts in context so that these sub-skills can be developed slowly. The teacher has to show how they can look up different grammar books and get their mistakes corrected by themselves. This requires referential skills.
- c) Punctuation - Punctuation forms a major part in the mechanics of writing. This has been discussed separately in the chapter "Mechanics of Writing".
- d) Choosing appropriate content-Irrelevant ideas should have no place in writing. Such ideas break the logical sequence and distract the audience from the very objective of reading a written text. Learners have to sit in small groups and think of the needs of including ideas with justification. They have to develop the capacity to say why something is relevant or irrelevant. To develop this skill, learners have to be exposed to various small texts with one or two intruders. Learners have to read, think and be decisive to find the odd man out. Such skills once developed can be useful to them for the rest of their life.
- e) Using proper format-Different kinds of writing demand different formats. The format of writing a letter of application is different from the format of writing a CV. Learners must be shown the models on each type and other applicable formats may be considered.
- f) Using appropriate linkers- Linkers are used to show logical sequence, cause and effects, cause and condition, etc. Learners have to be exposed to the use of linkers through listening activities and followed by reading texts. They have to understand texts and identify the linkers like, but, and, after, before, etc. They have to say the rationale for the use of such words. After that, they will be given activities based on using linkers.
- g) Using correct discourse markers- Discourse markers are used to show the rationale what for the sentence stands. Different examples of discourse markers are 'firstly, secondly, next, for example, as a result, finally, on the contrary', etc. When we use 'firstly', it stands for the first point related to the topic. When we use 'for example', the sentence indicates an example. When we use 'finally', the final sentence showing the final idea has to be used. Learners have to be shown such materials, in which discourse markers are used. Let them understand the text and the relevance of discourse markers in the texts. Learners have to be given blank filling activities and they have to use the correct markers in the blanks given.

- i) Using proper cohesive devices- Cohesive devices have to be used to bring unity in the text and avoid repetition. Instead of using the same word, its pronominal form is used after the first reference. For example, Raju plays cricket well. Raju also studies well. Here, there is an instance of the repetition of the word "Raju". Instead of this word, we can use 'He' and this substitution sounds well and practised by all elite people. What we have to do is to give our learners contextualised examples and make the learners read a text and find out the cohesion.
- ii) Using required styles- The same style of text cannot be relevant to all. A text is usually prepared keeping the audience in mind. Whether there is a need for formality, informality or neutrality has to be viewed. The learners have to know the readers for whom they need to write. The sense of audience makes us use the proper style. A letter of application for grant of leave needs a different style from writing a letter to a friend saying that you are not going to school. The language changes. Learners have to be exposed to different types of texts, which require different styles. Then, they will be given tasks based on such texts. They will be given two texts, with two parallel alternatives and they have to select the appropriate one and complete the sentences in the texts. Such an activity should be initiated in groups.

We want our learners to become familiar with the conventions of written discourse in English. We must take care that they have to record their experiences. Let them explore a topic/theme/subject and express their ideas in writing. We have to focus on leading them to write for their real life use. However, the problem with most school writing is that it is not genuine communication. Learners write not for a concerned and responsive reader, but for an evaluator, namely the teacher. They should be taught for real communication.

- Make a list of the sub-skills of basic writing. Arrange them alphabetically.
- Make a list of the sub-skills of the process of writing.
- Fill in the table below with the sub-ideas related to each point on 'Editing' given in the text.

Spelling	Correctness of Grammar	Punctuation	Choice of Content	format	Linkers	Discourse Markers	Style

Self-Check Exercise-1 : Answer the following questions briefly.

1. What is a narrative text? What are its features?
2. Write a brief note on 'gathering information' in the process of writing.
3. Writing is not independent. Explain briefly.

4. What do you mean by 'scaffold'? What are the ways of scaffolding writing?
5. Write a small paragraph on the stage 'editing' in the process of writing.

9.4. Mechanics of Writing

Before you begin to read the text on 'Mechanics of Writing', do the following activities.

- i) What is the past form of the word 'control'?
1. controlled 2. controlled 3. controled 4. countroled.
- ii) Which of the following two sentences is not acceptable?
 1. I saw Mohit on his way to school.
 2. I saw Mohit on his way to school.
- iii) If someone has this, a lot of liquid faeces comes out of their body because they are ill. What does the word 'this' mean? Fill in the blank to get the word.

D ——— h — a .

Handwriting.

You must have got the correct answers for the above questions. Do you know what makes someone's writing illegible? It is "handwriting". One's handwriting ought to be readable even by people those who know the alphabets only. It should be attractive. So here comes a question "How can we help learners write a good hand?"

The first thing for developing legible handwriting in our learners is to develop their psychomotor skill. It is suggestive that we cannot begin with the alphabet. Let us think of the hand movement of our learners. They have to pick up things with tweezers, play with dough and water. They have to be taught how to draw a line, a circle, a box, etc. They should know how to draw easy cartoons in sand using their fingers. When they have balance over their hands and fingers, they should begin the alphabet.

Our learners have to develop proper stroke and movement for each letter. If the movement goes wrong, they will lose their speed of writing. They should know how to have the stroke for all letters which need lining. Initially, they should use a slate for this purpose. They read the letters and words and copy them with the space provided with three or four lines to start with. They have to copy words, phrases and then sentences.

There are some suggestions for developing handwriting of our learners. Whenever they write, they should put the paper on a hard surface. It is good for them to use a good pencil or a pen. They must learn how to write the print type of letters. They should not be taught to join letters at the beginning. They can learn it automatically when they write with speed later. They should be taught to write letters distinctly. They should know how to distinguish between small and capital forms of letters. They have to maintain equal space from one letter to another letter. The equal spacing is required in between letter to letter and word to word. They must maintain space between lines. As

teachers, we have to explore and discover the problem letters in our learners because every individual has got some problem letters. A problem letter is one which differs in its shape and size when we often use in our writing. It does not look the same.

Spelling-

When we make mistakes in spelling words, we reduce an educated reader's confidence in us. We also distract them, taking their attention away from our written message. Spelling correctly, therefore, is a part of efficient communication.

Now, the question arises 'Why do our learners make mistakes in spelling English words?'

There are some reasons for poor spelling of English words :

- i) Some words are spelt as they are pronounced: for example, answer (anser or ansar), mutton (motton), consult (consolt), cycle (saikal), Island (iland), pronunciation (pronounciation) and dangerous (dangerious). However, when we speak badly, we are likely to find that incorrect pronunciation leads to incorrect spelling. That is why as teachers, we must take proper care of our speech. The speech of ours does not necessarily give a reliable guide to our pronunciation. Therefore, it is necessary on our part to consult a standard dictionary for the pronunciation and spelling of the words in English. Knowing how to pronounce the word correctly, we may have no further difficulty in spelling the word correctly.
- ii) Spelling of English words is also dependent on our reading habit. A good exposure to language through reading develops proper eye-habits. So it is said that spelling is caught than being taught. If we do not read enough, we give ourselves few opportunities for increasing our vocabulary. Reading good prose will help us in these and other ways. These may be true in case of us. But what about our children? Can we go on giving them the rules of spelling? Do you think that those rules will be useful for them? No, these will become boring.

Language is rule-governed. There are certain rules for spelling English words. The best way to improve our spelling is to consult a dictionary and then to memorise the correct spelling of any word that we find we have spelt incorrectly. However, learning the following rules -one at a time- will also help us.

- a) With verbs of more than one syllable that end with a single vowel (a,e,i,o,or u) followed by a single consonant in forming the past tense or a present or past participle, double the consonant, eg.

Control = controlled

Focus = focussed

Refer = referred

Benefit = benefitted

- b) With verbs of one syllable that end with a single vowel followed by a single consonant, double the consonant before adding -ing. eg.

Run = running

Sag = sagging

Whip = whipping

- c) If a verb of one syllable does not end in a single vowel followed by a single consonant, simply add -ing. eg.

Deal = dealing

Help = helping

Sink = sinking

- d) When verbs ending in 'e' are made into words ending in -ing, the e is lost.

Bite = biting

Come = coming

Trouble = troubling

- e) There are some exceptions to the rules given in d).

Agree = agreeing

Dye = dyeing

Flee = fleeing

And with some verbs the 'ie' ending is replaced by y; when they take 'ing';

Die = dying, lie = lying

- f) If an adjective ends in 'l', the corresponding adverb ends in lly, eg.

Beautiful = beautifully

Faithful = faithfully

Peaceful = peacefully

- g) There are some adjectives which end in 'y' have corresponding adverbs and nouns in which 'y' is replaced by an 'i'. Eg.

Busy = busily = business

Merry = merrily = merriment

There are hundreds of rules and it is not possible to include all in this unit. But there is one simple suggestion that you should always have a good dictionary available for reference when you are thinking, reading and writing. Make a note from your dictionary, of the words you spell incorrectly so that you can memorise the correct spelling.

How can we help our learners grow their spelling? We should remember that children love games and activities. Why not design some interesting activities for them? Here are some activities to sensitise you.

- a) A game of cricket- Think that you have just completed the "while reading" part of a lesson, you may help your learners to develop their spelling in the following way.
 - i) Divide the class in to two groups. Ask each group to select a captain.
 - ii) Invite both the team leaders and ask individually what they want to have 'head or tail' and then toss a coin. Ask the winner what they want to do, bat or ball first.
 - iii) Give the bowling group at least 10 words and ask the opposite group to bat. The batting is done with the help of giving the spelling of words. For wrong pronunciation of the words by the bowler, it is a no ball means one run goes to the batting group. If the batsmen stammers or repeats letters unnecessarily, s/he is out. If the batsman gives the correct spelling, runs have to given in their favour. For an easy word, 1 run, a bit difficult word 2 runs, more difficult word 4 runs and for the most difficult word 6 runs have to be given to the batting group.
 - iv) You as the teacher of the classroom act as the umpire organiser.
- b) A game of hangman - You may organise a hangman game to improve the spelling of your learners using the following steps.
 - i] Draw the following picture on the board.
 - ii] Provide dashes under the picture. The number of dashes will be equal to the number of letters in your word. Suppose you want your learners to spell the word 'examination', count the number of letters in it. It is 11. Give only 11 dashes.
 - iii] Ask your learners to give you a letter. If they give you a letter which is a letter in the word for the spelling of which you want, give them a mark and write the letter on the appropriate dash. For example if they say 'n', then write it on the dash - - - n - - - . But if they fail to give the correct letter, one part of the body of the picture is deleted. This activity is done till they lose all the parts of the body of the picture or you elicit the word from them.
- c) There are many other game like activities, which you may look up in some reference books on activities and help learners for the development of their spelling.

Punctuation-

What do you mean by the word 'Punctuation'? It stands for different markers used in writing to separate sentences, phrases, etc. The marks are full stops, commas, semi-colons, colons, hyphens, etc.

Do you know where to use a comma or a full stop? Read the following text and know what to use where.

1. The Full-stop or Period- The full-stop occurs at the end of a declarative or imperative sentence. It is also used for abbreviations and contractions e.g. for an example, pm for

post meridian, vol. for volume. However, it is not required after symbols like \$, %, *, etc. and after cardinal numbers like 1st 2nd etc.

2. The Question Mark and the sign of Exclamation - A question mark is used just after an interrogative sentence, which may either begin with an auxiliary verb or a wh-word, e.g.' Can Lalita do this work ?' Or 'What can Lalita do? 'Or 'In which direction do you want to go?' An exclamatory mark comes after an exclamatory sentence, What a great singer Lata is!' Or 'How beautifully Lata sings!'
3. The Comma- The pause in the spoken form of the language is replaced by the comma (,) in written communication to separate lists when there are no conjunctions, e.g. She was a quiet, pretty and a gentle girl. A comma is used to separate phrases and clauses, e.g. The man walked across the road, climbed down the steps, walked to the kiosk on the beach and disappeared. An adverbial or participle phrase at the beginning of a sentence is normally followed by a comma, e.g. After eating the curry, Lalita fell sick. When words or phrases are used in direct address, a comma is compulsory, e.g. Madam, I object to your comments. The spoken part of the text is separated from the unspoken part by a comma, e.g. 'I think I will go to Bhubaneswar,' Ranjan moaned.
4. The Semi-colon-The semi-colon is usually stronger than a comma but weaker than a full-stop. It is placed between two independent clauses that are closely united, e.g. Lalita intends to become a doctor; her plans, however, are still vague. Between two well-balanced contrasting statements, we usually use a semi-colon, e.g. Katrina Kaif is outstanding; outstanding also is Vidya Balan.
5. The Colon- A colon is used to express a list, e.g. The diet includes four main types of food, cereals, leafy vegetables, fruits and fish. It is also used after expressions like as follows, the following, and other such expressions, e.g. The text is as follows: The Grain as Big as a Hen's Egg.
6. The Hyphen- A hyphen is usually used to combine two or more than two words, e.g. tooth-paste, dining-room, etc. However, this is a matter of choice; you may use no hyphen, e.g. toothpaste. it must be used in compounding adjectives, e.g. soft-hearted, odd-looking, evil-mannered, etc.
7. The Dash- A dash can be used instead of a comma, a colon or a semi-colon. It is suggested that we cannot overuse it; otherwise, it may create confusion in the mind of the reader e.g. Love is like measles - all the worse when it comes late in life. It is also used to express an explanation or to indicate an afterthought, e.g. I'm sorry I'm late- there was a traffic jam on Acharya Vihar.
8. The Capital Letter- We have to know some points relevant to the uses (and non-use) of capital letters. All proper names must begin with capital letters, e.g. Amitabh, Bhubaneswar, etc. The seasons do not begin with a capital letter unless they are part of a name, e. g. Spring Garden, Winter Palace. We need to begin the names of months and days in capital letters, e g. January, Monday, etc. Trade names use a capital letter, e.g. Xerox, Stopache, etc. The first letter of a sentence must begin with a capital letter, e.g. He plays cricket well.

9. The Brackets /Parentheses- These are used to set off material that is not very closely related to the rest of the sentences. They usually give extra information.E.g.The findings made by the author (see page 23) are innovative.

Activity-2 : Complete the following table.

MECHANICS OF WRITING.

$$\text{H} \text{---} \text{N} \text{---} \text{W} \text{---} \text{I} \text{---} \text{I} \text{---} \text{G}$$

S_E_L_N P_N_T_A_0

- Legibility
 - Pronunciation
 - A Stop

Write your name, age, hobby in the lines given below in unjoined printed form.

प्राचीन विद्या के अधिकारी ने इसका उत्तराधिकारी के रूप में लिखा है।

Read the words below. If you find any mistake, correct them consulting a dictionary.

1. Contingency 2. Behaviour, 3. Continuum, 4. Pronunciation and 5. Writting.

- Read the following text carefully: first divide it in to sentences, and then in to paragraphs, finally punctuate it.

What would you do if you saw your eighteen month old daughter walking across the garden clutching a poisonous black snake that's what happened to mr and mrs stiles in melburne australlia and not surprisingly they rushed towards her in a panic but they needn't have worried baby Diana wasnt just holding the snake she was chewing it and by' the times her parents reached her she had bitten the snakes head off without being bitten herself by way of explanation her father said diana was teething she would bite through your finger if you gave her the chance he said

9.5. Teaching Composition at Primary and Upper -Primary Levels

Before you read this chapter, do the following activity. Think of the following two classroom situations;

- i) The teacher wants to make his/her learners write an essay on A Road Accident. S/He writes the title of the essay on the board and asks them to write on the given title.
 - ii) The teacher wants to make his/her learners write the same essay. S/he provides them an outline or some content words and phrases like the place where it happened, the time

of the accident, which vehicle caused the accident, number of people injured and a report on their injury and causality, the pathetic situation on the roadside, people's help, how the injured taken to hospital, doctor's role there, your opinion to prevent accident, etc. through question-answer and discussion.

Out of these two situations, which one do you think is easier for you to write an essay on the topic given?

Why?

- iii) Do learners need help like the second situation to write a composition? What type of help should you provide them? What type of writing is it?
- iv) What type of writing does the situations demand? Are there ways for helping learners to write a composition?

Do you know the meaning of the word 'guided'? It means something is done under control, guidance or direction of someone. In language teaching, when learners do guided writing activities, they are given an outline in words and sometimes with pictures to help them. It is a very important classroom tool for helping learners to become very good writers. Help is given to think, have ideas, put them in order, select vocabulary and preparing notes and drafts cooperatively. That is followed by writing the final draft. However, writing is consequent to a series of preparatory steps (process) before the final text is produced. Learners become aware of the process so that they can be independent in future to compose. It is the most commonly used technique in ESL classroom. This is certainly an important part of teaching the process of writing. The learners do not need to worry about both the "What" and "How" of writing. The 'How' part of writing is not just grammar, it also makes our learners aware of the issues like coherence, cohesion, organisation, knowing the audience of the written text and so on. Let us see Guided writing "not just as hints for writing."

Here are some ways in which guided writing can be seen

- Hints
- Grids
- Columns
- Tables
- Filling in of mind maps
- Answering Questions

HINTS : Learners write sentences, using the words in the boxes:

Get up, go for a morning walk, brush teeth, eat breakfast,

do homework, go for a bath, put on uniform, take breakfast

6 am/6.30 am /7 am /7.30 am/7.45 am /from 8 am to 9 am /9.10 am /9.10 am /9.20 am

Example: Ranjan gets up at 6 am. He goes for morning walk at 6.30 am.

Instruction for the teacher:

- Ask learners to frame sentences for the other hints. They will work in pairs and get the other sentences.

GRIDS

What do you eat?

Breakfast

Idli

Dosa

Baked food

Milk & omelette

rice and sauce

Fast Food

Lunch

rice and dal

some rice, some rotis and dal

Biryani

rice and mutton curry

Rice dal and fried egg plant

Pakhala and achaar

Dinner

roti and omelette

only a big glass of milk

salad roti and dal

fried chicken and rice

any non-veg food

pop-corn soup and roti

Instruction for the Teacher :

Give your learners one or two model sentences.

Ask them to write the way you write. E.g. I eat dosa in my breakfast. I eat rice and dal in my lunch.

Ask them to write other sentences.

Ask them to have variation and extension. E.g. Anil eats baked food.

Ask them to use conjunction to join two sentences. E.g. I eat dosa in my breakfast but Anil eats baked food in his breakfast.

When they complete the sentences, let them exchange their copies with their friends.

Tables :

Names of animals	structure	Place of living	Food eaten	usefulness
A cow	-four legs -a tail -two eyes	-shed	-grass -leaves -cereals,etc	-dung -skin for leather materials
A dog				
An elephant				

A monkey

Instruction for the teacher:

The teacher divides the class in to small groups of 5 to 6.

S/He asks learners to think on each of the points given in the table.

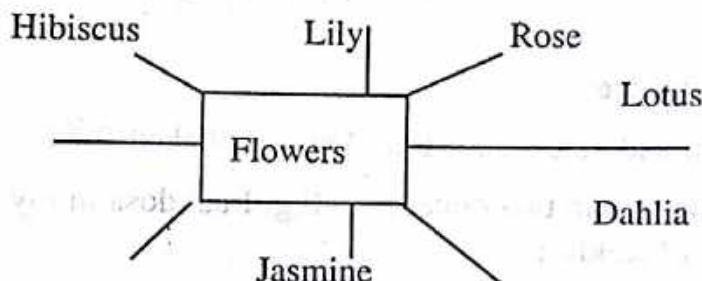
S/He instructs them to supplement the class with ideas which are not given.

S/He gives them a model on 'A Cow'.

- S/He asks them to give ideas on another animal of choice of the class.
- S/He makes them prepare questions in groups for each of the points.
- S/He asks them to work in groups and answer to the questions orally.
- S/He instructs them to write some paragraphs on the animal of their choice.
- They edit their own scripts in groups and correct grammatical mistakes.
- They share their copies with their peers in other groups and receive feedback.

Filling in of mind maps.

This activity is done through brainstorming. As a teacher, you have to elicit the ideas from your learners and jot them down in the format of a concept map. Then frame some questions to each of the points and ask them to learners. They will go on answering. Put questions to confirm whether the sentences given by learners need any improvement and write them on the board. Learners copy them. You ask your learners to develop some paragraphs on "flowers". Ask them to name some flowers that they know. Sometimes, you may need to give them the clues.



Instruction for the teacher: Ask learners to:

- fill in the columns given below.
- see the first one for a typical flower.
- think and write points on other flowers.
- respond to the questions (What is the name of the flower? What colour is it?)
- write answers to the questions in groups. Only one learner in the group writes and others supplement him/her.
- to present their work in class for further development of their writing.

Name of flowers	Colour	Size	Thorns. Yes/No	Attributes (sweet, strong, smell, etc.)
Rose	Red,pink,yellow	Small/big	yes	sweet
Hibiscus				
Jasmirve				
Dahlia				
Lotus				

ANSWERING QUESTIONS

A series of questions have to be prepared for the learners. For example, you ask your learners to write a description on "A postman". You give them instructions to write the description based on some questions relevant to the title.

Some samples of the questions may be like the following:

1. What dress does a postman put on? (Allow them to think, show them a picture, if necessary.)
2. Where does he carry his letters? (Show them a bag and they spell out what it is.)
3. How does he go from place to place? (Do TPR and show the action, let learners give you the word)
4. How does he inform that you have a letter ?
5. What different things does he bring to people?
6. Is his work easy or difficult?

DEVELOPING WRITING USING PHOTOGRAPHS/PICTURES.

You show a photograph to the learners and ask them to write a detailed description of the person/s in the picture. Give them key words like the following:

- i) Height of the person/s (tall/short /neither tall nor short)
- ii) Complexion (You ask them to refer to an activator or English Vocabulary in Use and find out the ideas related to the complexion of the person)
- iii) Clothes (Show them the pages of a dictionary where pictures of dress and clothing have been given)
- iv) Features (Again show them an activator, they will refer to the chapter 'personality and character' and give you words and phrases.
- v) Anything else that comes to you.

Giving Outlines :

Suppose you want to assign your learners to write a description on a missing person. You give the following key ideas:

Name- Age-Appearance-Identification Mark-Languages known - Cloth/dress - Mannerism, etc.

Each of the sub-ideas can be expanded and put in to sentences. The sentences can be put in paragraphs in the chronological order. You can ask learners a series of questions and take the help of teaching aids required for the situation. By doing so, you can elicit answers from them.

Free Writing

The most common type of free writing activity given to our learners is that of essay writing. However prior to essay writing, they can be asked to write small stories in

simple English which is already known to them. Some pictures should be given to describe. Some incomplete stories / dialogues can be provided which they would complete. You can use these stories and dialogues both for spoken and written composition. Much depends upon the teacher how s/he can manipulate situations for different purposes. While asking them to write essay, provide them topics which are known to them and at first the topics may be personal. The topics like My Father / Mother / Home / School / Pet etc. can easily be written. Then they should be gradually taken to descriptive, critical and reflective type writings.

In ESL context in Odisha, it is necessary to give learners support in language activities. They have to learn the skill and sub-skills of writing. Once they learn these aspects of writing, they will become autonomous and can attempt to free writing. At the stage of free writing, they have to learn individually on their own without any reference or help given in any form. Thus free writing is a high order skill which demands more autonomy.

Activity -3

Make a list of what learners should be given as help to write a guided composition.

An outline in words

Self-check Exercise - 2

Answer the following questions.

- 1 - What do you mean by 'guided writing'?
2. What are the different techniques of helping learners to write a guided composition?
3. Is a grid useful? How?
4. What are the steps for using a mind map to write a composition?
5. What is free writing? Is it necessary for learners at primary and upper primary level?

9.6 Facilitating Integration of Skills

Here is a text on "Facilitating Integration of Skills" for you, but before you make an attempt to read it, do the following activities:

How do you use language in your real life?

Can you only speak without listening?

Can you only write without reading?

Can you think of an example where and when you use only one language skill?

Do you remember your teacher dictating you to write some words or sentences? What skills were involved in such an activity?

Meaning of integration of skills :

The integrating of skills in the language classroom can be defined quite simply as a series of activities or tasks which use any combination of four skills-listening (L), Speaking (S), Reading (R) and Writing (W) - in a continuous and related sequence.

You might be in a position to understand that no single skill is independent. It reflects continuity to other skills and sub-skills. You cannot speak without listening and cannot write without making a note and planning. I would like to give you a simple example which is related to the real life use of language. Think that a person goes to a post office and asks the postmaster for a money order form. Then he reads the form and fills in it with relevant information. Next he gives him the form and the amount of money to be sent to. What are the skills which come in the continuous process in this activity? The skills integrated here are speaking and listening with the postmaster, then reading the form and next filling in with information, i.e. writing. Can we create such situations in which learners integrate skills in a proper sequence? As teachers, we need to facilitate integration of skills in our language classroom. We have to learn some techniques, which make learners use more than one skill at a time.

Techniques to integrating skills :

1. Listening and note-taking- Learners listen to a tape or the teacher and take note of what they have listened. The teacher gives them information -sheet, which they will fill in after listening from the teacher for the second or third time. Here is an example,-

The teacher reads the text below aloud with proper pause and intonation.

Listen to the paragraph below;

A PIZZA

A pizza is a baked Italian dish. It consists of a flat, usually round, piece of dough covered with a special tomato sauce, cheese vegetables, fish or meat. Pizzas are popular with young people . They can be eaten at any time of the day. Home delivery of pizzas is a service given by most pizza places in Bhubaneswar.

Instruction to the learners :

Listen once and take notes under "A"
Name of the dish
Popular with

Listen for the second time and take notes under B;
Shape
Made
from
Eating time
Service offered by pizza places

2. Reading and making note-

It is an important study skill to make learners comprehend the text and make notes. The skill focussed here is reading comprehension and making notes, which can further open up the way to writing.

Here is an example.

Read the following text and make notes.

Food substances are classified into two as organic and inorganic foods. Organic foods are further classified into two: energy producing and cell building foods. Carbohydrates and fats are examples of the former and proteins are examples of the latter. Iron, calcium and phosphorous are inorganic foods.

Instructions to the learners:

Read the text in the box and fill in the following tree diagram.

Food substances

1 Organic

2 Energy

3. Converting the note into a text of Your own

This technique needs integrating two skills; reading and writing. Learners read the diagram and convert it into a paragraph of their own. This will build up the standard of writing of our learners. The above diagram can be useful to develop a small paragraph on their own.

4. Writing a story:

The teacher reads aloud the beginning of an interesting story and asks participants to think of a conclusion to it. Three to four learners present it. Then s/he asks them to sit in groups to take down the main points of different conclusions to the story while it is narrated. The whole story can be presented orally. Then learners listen and write the story in their own words. This activity focuses on reading, listening, speaking, listening and writing, speaking and listening and finally writing. Do you now understand that language skills are closely interdependent?

5. Narrating an event

The teacher gives a topic to the learners to narrate, i.e. "A Picnic You Have Enjoyed". They sit in groups and gather information on the narration. Then they bring out the salient points. Learners listen and speak to one another. So, there is integration of two skills listening and speaking. At the stage of revising, learners read their own text and consult their friends and the teacher. There is the integration of revising, listening and speaking based on a real life incident. Then they write the final draft. When asked, they can present orally what they have written.

6. A Cloze dialogue to Writing

This technique needs integration of reading (comprehension) and writing. The exercise is based on the text "A Rupee Tree". Class VI.-The teacher instructs the learners to read the Part I of the text silently, form pairs and fill in the dialogue below.

The poor Man - Good morning your majesty!

King -Good morning! What made you come to me so early?

The poor Man - I am so _____. I need _____ from you.

Would you give me, please?

King - Oh sure, Why not. How much _____ do you need?

The poor man - I need only _____

King- Only _____ rupee!

The poor man - Yes, your Majesty. But give me the Money that you have earned through

7. Reading and Answering Questions

While using this technique, learners read the text, comprehend it and fill in the blanks as in the dialogue given above. Then they role-play the dialogue after listening the model from the teacher. They form pairs and practise the dialogue and present it in the class. Then they listen to one or two other pairs and answer to short questions. Here are some examples:

1. Who came to the king one day?
2. Why did he come to him?
3. How much money did he need?
4. What did he ask the king about the money?

In the above activities, the skills involved are reading and filling in the blanks, listening and speaking, then listening and reading and answering the short questions that follow. Can you now find the route to answering the short questions? When you teach a piece of prose (a sense group paragraph), you begin with the lead-in, the introduction, learners listen and speak to you. Then they read the text and comprehend. *You help them understand the text better by giving certain clues, asking comprehension questions, making them re-read the text. Then, they make notes, do certain activities and eventually write.* Do you now think how skills are integrated? You have to use this stage in classroom for creating scope to integrate all the language skills (LSRW) so that learners can have both exposure and practice.

8. Dictation-

This activity acts as a bridge between the spoken and written form. There is the integration of two skills here; one is listening and the second one is writing. The sub-skills of writing include punctuation and spelling.

There are several other ways of showing integration of skills. However, learning and understanding the concepts given above will be immensely useful to you. There is no specific route to teach integration of skills. It all depends on the level of learners, their needs and the skill of the teachers. You may begin and end with any of the skills, which must benefit them.

Write whether the following statements are 'true' or 'false'. If 'false', correct it.

- i) Language skills are independent.
- ii) In a role-play activity listening comes first.
- iii) You make a note of the text and then read it.
- iv) Converting your note in to a paragraph is a very good skill.
- v) In writing a story, learners always give the concluding part.
- vi) A cloze dialogue cannot make you move in to a writing activity.
- vii) Reading and answering questions do not always involve listening and speaking.

- viii) Dictation involves listening and writing.
- ix) Integrating skills depends on the needs of the learners.
- x) Note-taking is not relevant to listening.

Self-Check Exercises - 3

- a) What is integration of skills?
- b) What skills are involved in a cloze dialogue? How can you facilitate them?
- c) Narrate a real life incident you have experienced and describe how skills are integrated.

9.7. Let's Sum up :

- There are five different types of texts, i.e. narrative, descriptive, expository, argumentative and persuasive. - Writing is consequent to listening, speaking and reading.
- Writing in English begins with copying the alphabet. -It moves to high order skills and as such there is no end to writing. -Scaffolding writing is necessary in the ESL context in Odisha. -There are different ways of scaffolding. Listening, speaking, reading, props. may serve as scaffold writing. - Information-Transfer is a good way to teach writing. -Each paragraph contains a topic sentence. - There may be some qualifying sentences to support the main idea as stated in the topic sentence.
- The sentences in the paragraph are well-linked.
- The process of writing needs; thinking, generating ideas, getting words, sequencing, writing the first draft and editing.
- Free-writing provides no scope for learning the process.

- Learners are given help through an outline or a picture to write a guided composition.
- Help is given for thinking and ordering of ideas.
- Guided writing goes through a process.
- There are several techniques like using hints to be used in it.
- Each technique needs several steps to arrive at the final draft.
- Free writing should begin when learners finish the process of guided writing.
- When learners become autonomous, they can attempt free writing.

All language skills are interdependent.

Skills can be integrated in a continuous and related process.

There are several ways of integrating skills.

- Listening and note-taking
- Reading and note-making
- Converting the note in to a text
- Writing a story
- A cloze dialogue
- Dictation
- Narrating an experience or an event, etc.
- There is no one and only specific route for integration.

Handwriting makes someone's writing legible.

We have to take care of the hand movements of our learners.

Our learners have to be taught how they can develop the right stroke and movement for each letter.

- Copying exercises for developing handwriting has to be initiated in the most interesting way.
- When we make mistakes in spelling of words, we reduce an educated reader's confidence in us.
- Some words are spelt as they are pronounced.
- Reading develops opportunities for spelling.
- Consulting a dictionary frequently can be of great use.
- Games and activities have to be organised to get rid of spelling.
- Each sentence begins with a capital letter.
- A sentence must end in a period i.e. a full stop, a question mark or an exclamatory mark.
- The pause in spoken form is replaced by a comma.
- The semi-colon is used between two independent clauses.
- A colon is used to express a list.
- A hyphen combines words. (dining-room)

9.8. Answers to the Self-check Exercise - 1 :

- What is a narrative text? What are its features?

A narrative text consists of a narration of an event. It is just like story-telling. It needs proper sequencing of the events. The usual linkers are next, then, after, etc. The usual form of the tense is past. However, writers may use the present tense form to make the event more creative.

- Write a brief note on 'gathering information' in the process of writing.

Information can be gathered by brainstorming. Referring to different books like Dictionaries, Thesaurus, Atlas, Activator and other materials help us and our learners gather information on a topic. Surfing the net is another good way of getting information.

- Writing is not independent. Explain briefly.

Writing is not independent. It is the last one of the four language skills. There must be proper exposure through listening and speaking. Extensive reading enables us to write properly. When we need to write, we need to plan, organise, find words and phrases, etc. We need to refer to different materials and make note, put the information of the note in a proper format and then write. Writing is actually consequent to other skills.

- What do you mean by 'scaffold'? What are the different ways of scaffolding writing?

Scaffold means help. This help is provided till learners become independent. Writing props, reading, listening and speaking, information-transfer are the different means of scaffolding writing.

- Write a small paragraph on the stage of 'editing' in the process of writing?

'Editing' is the stage of correction. It is also the stage of the improvement of the text. Here, learners have to take care of the proper spelling, get the grammar correct, use the appropriate punctuation, choose the right content, use the appropriate format, check the linkers and discourse markers.

Answers to the self-check Exercise - 2 :

- What do you mean by 'guided writing'?
Learners at the primary and upper-primary level need to be guided to write a compo-

- sition. The teacher provides them clues and support in terms of words and pictures. S/he provides them help in thinking for generating ideas and sequencing. Sometimes s/he gives them a parallel text and makes them read and discuss in groups and then write in collaboration among themselves.
2. What are the different techniques of helping learners to write a guided composition? There are different techniques of teaching a composition. Using hints, grids, columns, tables, pictures, etc. are some useful techniques to make learners prepare orally and then begin to write a composition on a topic. Filling in a mind map and answering short questions will strengthen them to reflect ideas in to writing.
3. Is a grid useful? How? A grid is essentially useful for developing a guided composition. The teacher elicits ideas related to a topic and writes them on the blackboard. The ideas lay scattered on it. S/he instructs the learners to think and put the sub-ideas under the column of appropriate column. In order to get the ideas from learners, s/he shows pictures, charts, diagrams and other teaching aids. S/he gives the model of one or two short questions and learners in groups sit and frame questions on other sub-ideas. Then they write the composition that has been given.
4. What are the steps of using a mind map to write a composition? Mind plays a very vital role in writing. The teacher writes the key word on the board and makes the learners listen to the ideas related to it from a tape recorder. Sometimes s/he speaks to them. Then s/he asks them to brainstorm on the topic given. S/he allows them to have the 'think time'. S/he asks them to subscribe ideas related to it. She records the ideas on the board. S/he asks them to sequence the sub-ideas relevant to the main idea.
6. What is 'Free Writing'? Is it necessary to teach 'Free Writing?' at the primary and Upper-primary level? Free writing does not provide any scope either for the teacher or for the learners to be involved in the process. It is usually an essay that is asked to the learners! The topic is given to them and they write on it independently. Free writing is a step ahead guided writing. Once our learners have mastered the basics of guided writing, they can be asked to write independently / freely.

Answer to the Self-check Exercise - 3

- a) What is integration of skills?

Integration of skills in a language classroom is a series of sequential activities in which more than one language skill is involved to a related topic. Suppose you go to a bank to withdraw some money from your savings account, you need to obtain a form. When you do so, you integrate two skills, i.e. speaking and listening. When you get the form, you read it and fill in the blanks with requisite information. It means in the second step, you write and submit the concerned person. In the series of this activity, you integrate speaking, listening, reading and writing. Integration of skills is necessary both in real and academic purpose.

- b) What skills are involved in a cloze dialogue? How can you facilitate them? In a cloze dialogue, learners need to fill in an information sheet with the ideas related

to a read text. Firstly, learners need to read a text and understand it. Then, they fill the blanks with information. Then they listen to a model from the teacher. Then they speak. When some of the pairs speak, the others listen to them. Further extension and variation can be made. The teacher has to select appropriate material, design activities and organise appropriately in the class to facilitate integration.

c) Narrate a real life incident and write how skills are integrated in to it.

Here are some clues. Suppose you have watched recent cricket match between two teams. What did you do first? You watched the match and listened to the commentators. Then you make notes and write it to a friend of yours.

9.9. Unit-End Exercises.

1. How does a narrative text differ from an expository text ?
2. Explain scaffolding writing.
3. What are involved in the process of writing ?
4. How can handwriting of the children be improved ?
5. Explain the importance of guided writing ?
6. What are the techniques of integrating the language skills ?
7. What is dictation? Think of some words, phrases and sentences for such an activity.
8. How can you improve the handwriting of your children?
9. What is information -transfer? How can you utilise it to teach writing?
10. Give an example how reading helps learners write.

9.10. References for further reading.

1. Writing- Tricia Kedge, 2nd Edition, Oxford University Press.
 2. Writing at Work - Robert Barras, Routledge, London and New York.
 3. Written Communication for You- K. Rajeevan and R.K. Pilai, Emerald.
 4. A Course in Grammar and Composition - Geetha Nagraj, Foundation Books.
 5. English Language Teaching - Approaches, Methods and Techniques- Geetha Nagraj, Orient Longman
 6. Writing- CCC Material- EFL University, Hyderabad, 500605.
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 8. Everyone can write- Peter Elbow, OUP.
 9. Just Write- Tasks for teacher development - A CIEFL, DFID and British Council Joint Product.
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UNIT - 10
Teaching-Learning Strategies for Learning English

Structure

- 10.0 Introduction
- 10.1 Objectives
- 10.2 Approach and Method - Mix
 - 10.2.1 The Grammar Translation Method
 - 10.2.2 The Direct Method
 - 10.2.3 The Structural Oral Situational Approach
 - 10.2.4 The Bilingual Method
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10.0 Introduction

Teaching is an art. The art of teaching involves certain skills. One needs to master the teaching skills in order to become an effective teacher. Unless one acquires the teaching skills, one can not do justice to one's profession. Acquisition of teaching skills is a continuous process. You have to enrich content knowledge, know the transaction strategies and make a lot of practice. Such a continuous endeavour shall make you an effective teacher.

In the previous units you have come across many important aspects like content analysis, stages of teaching -learning and designing activities. They are the pre-requisites to conduct class-room transaction.

10.1 Objectives :

After going through this module you will be able to

- define approach, method and techniques used in teaching -learning of English.
- familiarize yourself with the various approaches and methods of teaching-learning English.
- select appropriate methods and approaches to meet the needs of classroom.
- prepare objective based lesson plans on prose, poetry and essay and transact effectively.
- familiarize yourself with the tools and techniques used for assessment of the learners' performance in English.

10.2 Approach and Method Mix

Language can be both acquired and learnt. In case of mother tongue, one acquires it in a natural language context; but in case of L₂ and L₃ one learns a language. Whether a language is learnt or acquired, in both the cases the teacher has to use some approaches, methods and techniques.

✓ An approach is a set of assumptions dealing with the nature of language and language learning.

✓ A method is an overall plan dealing with the strategies for language learning.

✓ A technique is a specific way used to facilitate language learning.

For example, in order to develop in the learners the skill of listening and speaking the approach may be oral, the method may be Direct and the technique may be drill / pair work. So within an approach there are methods and within a method there are techniques. Thus in teaching-learning a language, 'approach, method and techniques' are closely related. There are various methods of teaching-learning English language. But a teacher should consider the level of the learners, their capacity, the nature of content and the language skills in order to decide how appropriate methods are integrated to be used as "Method Mix". Here is a table below that contains definitions, nature and examples in respect of Approach and Method and Technique. Read it to distinguish one from the other.

Term	Definition	Nature	Example
Approach	a principle / rule believed to be true	one does not need to prove it/ accepted as true	communicative
Method	Overall plan	procedural	situational
Technique	that happens within the class room	implementational	drill, exercise, pair work

Activity - 1

Write 'True' or 'False' against the following statements.

- The definition of method is an overall plan of a topic to be dealt with.
- The examples of technique are drills, exercises and pair work.
- The definition of an approach is "a principle believed to be true".
- We can call communicative learning an approach.
- The nature of method is procedural.

10.2.1 - Translation Method:

The Grammar Translation Method is not new. It is known as the classical method as it was first used in the teaching of the classical languages like Latin and Greek. The famous German scholars like Johan Seiden Stuckers, Karl Plotz, H.S. Ollendorf and Johan & Meidinger tried to make language teaching easier and this method came into being around the year 1840. It was used over a period of hundred years because of its popularity among both the teachers and students.

Let's try to understand the use of Grammar Translation Method. A teacher enters the class room with the text book in one hand and a piece of chalk in the other. Declares the topic to be taught in the class. Asks the students to open their books. Then the teacher reads aloud the paragraphs of the text and asks them to follow his / her reading in the book. Next s/he asks a few students to read aloud. The teacher writes the difficult words of the text on the black board and explains the meanings of the words in mother tongue. After explanation the teacher asks a few questions on the text to know if the students have understood the topic. Mother tongue is freely used by both the teacher and the students.

Activity - 2:

Now analyse the above situation and express your agreement or disagreement against the following statements.

- The teacher creates a learning climate at the beginning through conversation/dialogue.()
- Learners are already involved in the learning activities.()
- The teacher presents a model reading aloud. ()
- Some of the students are given practice in reading aloud.()

- Vocabulary is given importance only from meaning point of view. ()
- The students learn the use of words in sentences. ()
- They are also given practice in functional grammar. ()
- They understand the meaning of the text. ()
- Teacher tests the understanding of the students. ()
- Mother tongue is more used in class than English. ()
- Language skills are neglected. ()

These are the principles followed in the method.

1. Mother tongue is used to explain the text.
2. Vocabulary is taught through translation of English words in L₁.
3. The unit of speech is word, not sentences as translation of the text is done word by word.
4. Grammar is taught deductively by explaining the definitions / rules in mother tongue.
5. Stress is laid on reading and writing skills. Speaking and listening skills are given little stress. Practice is provided through the translation of target language(L₂) into mother tongue (L₁). There is more exposure of mothertongue than the target language.

10.2.2 Direct Method of Teaching English

In the previous chapter you have studied the Grammar Translation Method. It worked for many years in teaching -learning English language. The method was not found effective in developing the skills of second language i.e. English. Then Direct Method was introduced to prepare students in using the target language without the help of mothertongue. The chief exponents of this method were O'Grady, Champion and H.E. Palmer. The method, originated in 1901 was approved by the International Phonetic Association of France.

Read the following to know what happens in a class handled by a teacher using Direct method.

Situation : The teacher enters the class. Asks a few questions to test their previous knowledge.

Then he/she asks the students to open their books on a certain page. He/She reads the paragraphs of a prose lesson using pause, intonation and stress and s/he asks the student to follow his reading in the book. Next s/he asks the students to read on their own and locates the keywords and phrases in the paragraphs. He/She writes the words/ Phrases on blackboard identified by the students. Then s/he clarifies the meaning of the words through examples, giving synonyms and antonyms but never uses mother tongue all through the process. S/He takes recourse to drills like chain drill and repetition drill and transformation drill. The students drill through pair work and group work. Next he/she asks the students to read the paragraphs silently for comprehension. Then some questions are asked for comprehension.S/He receives answers in English, not in

mother tongue. When s/he makes corrections of the answers mother tongue is not used. Although the teaching-learning process he/she does not allow the use of mother tongue. While teaching the grammatical items s/he presents a good number of examples and from the examples deduces the principles.

Now analyse the above situation and express your views on the following writing 'Agree or Disagree' against the statements.

- The teacher does not use mother tongue during teaching-learning process. ()
- He/she reads the paragraphs aloud using pause, intonation and stress with correct pronunciation. ()
- The teacher creates a natural context for English language inside the class. ()
- Students are allowed to speak English in full sentences not in words or phrases. ()
- Stress is given on drill / exercises in pairs and in groups. ()
- Teaching learning materials are used to make the teaching-learning meaningful and interesting. ()
- Structural items are dealt through pattern practice. ()
- Examples precede the definition during teaching of grammatical items. ()
- The students participate in correction work. ()
- More stress is given on listening and speaking. ()

The following principles can be derived in relation to the Direct Method of Teaching.

1. In this method there is direct relationship between word and object, word and idea, word and activity. This helps pupils to understand the meaning of the words.
2. Sentence is the unit of speech, not the word or phrase.
3. Teaching-learning materials are used by the teacher.
4. A situation is created and questions follow the situations to elicit responses.
5. Meaning of the difficult words are clarified through use of examples, illustrations, pictures and objects.
6. Structural items are dealt through drills like chain drill and repetition drill followed by pattern practice.
7. As use of mother tongue is banned, students think in English and vocabulary is acquired in a natural manner.
8. The class is made interactive through group work and pair work.
9. Grammar is taught inductively. (examples precede the principles)
10. The communication is based on an interactive process i.e. teacher to student, student to teacher and student to student.
11. There is language context for learning English through exposure and practice.
12. All the four languages skills are equally stressed.

10.2.4 STRUCTURAL ORAL SITUATIONAL (SOS) APPROACH

You have studied Direct Method. In this chapter and you are going to learn SOS Approach which has link with both Direct Method and Audio-lingual Method. Let's discuss.

The teacher enters the class.

He/she asks the students to do the following one after another.

He/she calls Sita to the front.

Teacher: Sita, sing a song, (Sita starts singing.)

Teacher - What is Sita doing ?

Student - Sita is singing.

Teacher - Is Sita reading ?

Student - No, she is not reading.

She is singing.

Then she shows a drawing sheet containing the pictures of five students doing different activities.

(Teacher using) Picture- I : What is the woman doing ?

Student's response - The woman is cooking.

Teacher's question - Is she feeding the baby ?

Student's response - No, she is not feeding the baby.

She is cooking.

(Teacher using) Picture -2 : What is the girl doing ?

Student - She is dancing.

Teacher - Is she reading ?

Student - No she is not reading. She is dancing.

(Teacher using) Picture-3 : What are the boys doing ?

Student's response : They are playing football.

(Teacher using) Picture-4 : Are the girls playing football ?

Student - No, they are not. They are skipping.

This is Structural-Oral, Situational (S-O-S) approach.

The teacher does not teach any structure at random. He follows a structural syllabus containing a list of basic structures and sentence patterns (S+V, S+V+O, S+V+O+C and so on) according to their graded order. The structural syllabus consists of 275 structures or language items and 2500 to 3000 vocabulary items spread over a period of 5 to 7 years for learning English.

Structural items and content words are presented by the teachers on the basis of selection and gradation. For your understanding here is a list of language items for the structural syllabus meant for the first year of English.

1. This is a.....
2. It's red/green/yellow etc.
3. These are books/boys/girls.
4. This is Rain / Pádma.
5. He's boy / She's girl It's a bag.
6. Present continuous tense / present progressive form
7. Prepositions

According to the structural syllabus a teacher must proceed in a graded order. Only after completing the 5th item i.e. use of contracted form, he/she can teach continuous / progressive tense.

For Example :

The teacher pointing to a dog barking outside asks-

Question - What is the dog doing ?

Ans - It is barking.

The dog is barking (in present progression form)

Structural pattern : Subject + present progressive form of the verb

The teacher does the following to create situation.

- involves the students in the activities.
- allows them to look at the things outside the class room.
- shows pictures during teaching learning.
- asks questions.
- uses drills like repetition drill and chain drill.

After completion of the 6th item, the teachers goes to the item 7(preposition).

Types of Patterns

The following diagram presents the categories of structures.

Sentence Pattern	Phrase Pattern	Formula	Idiomatic Structure
You are there.	On the table	Good morning	In the eleventh hour
Are you there ?	Under the tree	Good night	End in smoke
There you are !			

The words are of two types. They are content words and structural words. Content words are those which have lexical meanings and can have inflections or changes in grammatical form. For example, nouns, adjectives, verbs and adverbs come under the category of content words. But the words that connect the content words to construct a meaningful sentence are called structural words. For your understanding the following example is given.

There is a book on the table.

Here the words 'book and table' have meaning. Book is a reading material. Table is a furniture used by the people. But the words viz. there, is, a, on the, have no lexical meanings. They derive their meanings in the way they are used in sentences and these words don't have inflections as the content words have. The number of structural words are more in a sentence in comparison to the content words. In the above sentence, "There is a book on the table", you find two content words whereas the number of structural words is five. The structural words without the content words carry no meaning. If you delete two words 'book and table' from the sentence, the rest of the words are 'there is a on the' which mean nothing.

What is the meaning of 'there is a on the'? So, these words are meaningless if they are not connected to the content words. So, the structural words are called skeleton words or bone words, but the content words are called flesh words.

List of structural words

1. Structural adjectives : a, an, the, this, that etc.
2. Helping verbs: do, may, can, will etc.
3. Pronoun : I, he, you, they etc.
4. Structural adverbs : ago, again, ever etc.
5. Preposition : on, in, with etc.

There are about 275 structures in English and they play an instrumental role in forming sentences. The students have to learn the structures on the basis of selection and gradation in certain order. Again the structures are selected and graded according to their usefulness, productivity, simplicity and teachability. In India, many academic bodies have prepared graded structural syllabus to teach 275 structures which is considered to be a strong base for learning English language. Besides there are 3000 root words in English.

Principles of Structural Approach

1. Importance is laid on speech practices to make the groundwork firm and sound.
2. Structures are selected and presented in a graded manner.
3. Revision and repetition of structures are done through drills like chain drill, repetition drill, chorus drill and substitution drill. It can be done individually, in pairs and group.
4. Pattern practice is done to learn the sentence patterns. Teaching-learning materials like flash cards are provided to the students to practise the sentence patterns.

5. Language is learnt through activity for which the learners are encouraged to participate actively in the activity.
6. Aural-oral approach is used to enable the learners listen and do the activities like 'listen and say', 'listen and repeat', 'listen and do' (dialogue practice).
7. Drilling of structures follows a sequence. First the teacher writes a structural item on the black board. Then he/she instructs the students to answer the questions based on the statement. (Structure - Teacher's statement - question - pupil's answer - repetition for drilling)

Activity - 3 : Write 'True' or 'False'

1. Arrangement of words in order is called structure.
2. Drills are key to acquiring the structures.
3. Structures are presented on the basis of selection and gradation.
4. Without the content words, the structural words are meaningless.
5. Drilling of structures is time consuming.

10.2.5 Bilingual Method

The exponent of the Bilingual Method is C.J. Dudson. Bilingual means use of two languages during teaching learning process. It is proved that this method is useful for the slow learners in English at the initial stage up to Class-VII. Let's see what takes place in a Bilingual class room.

The teacher enters the class. He greets the students and the students reply.

Good Morning, Sir. Then he asks them to open the English text book at Page-42. The students do so. He asks a few oral questions in English. More than 60% of students look at him without saying anything. One of the students replies, 'Sir, they do not understand what you say. Please speak in Odia'. The teacher speaks in Odia. Then 60% of students are able to answer in English and 30% of the students reply in mother tongue. As the teacher gives the instruction in mother tongue instead of English they are able to understand and respond in both mother tongue and English.

Then the students say, 'Sir, now, it works well. We can reply in English, if you explain the subject matter using mother tongue and English'. Teacher says, "I shall explain in Odia, but you have to respond to the questions in English". There was no more complaint from the students.

Activity - 4

On the basis of the above discussion write 'Yes' or 'No' against each of the following questions.

- Does the teacher use both mother tongue and English in the beginning ? ()
- Do all the students respond to the questions of the teacher ? ()
- Does the teacher translate the sentences in L₂ in to L₁? ()
- Does the teacher use both the L₁ and L₂ during teaching-learning activity?

- Does the teacher allow the students to reply in mother tongue ?
- Are the students allowed to reply in English ?
- Is it true that the students do not follow the instruction of the teacher in English ?
- Do the students use both 'L₁ and L₂' at the final stage ?
- Do the learners converse independently in English at the final stage ?

On the basis of the above discussion the following principles can be drawn.

Eight steps recommended by C.J. Dudson -

1. Imitation of basic FL sentences is done. (basic situation)
2. Interpretation of basic sentences in FL. (basic situation)
This step comes after the learners have become fluent in pronouncing the basic sentences in the foreign language. The teacher gives all oral mother tongue (MT) stimulus in evoking the foreign language (FL) response of the learner.
3. Substitution and extension of FL sentences (extended situation). The learner is able to speak independently about limited situation without an oral or pointed stimulus.
4. Independent speaking of sentences (basic and extended situation) is encouraged.
The learner begins to speak related sentences without a spoken stimulus either in the M.T. or FL.
5. Reverse interpretation : (Optional : basic and extended situation). Here the teacher gives a FL stimulus and the learner responds in the MT.
6. Interpretation of questions . (if not done in steps 1 or 3).
This is basically the question-answer stage and learners are taught question forms separately so that the question patterns are consolidated before they respond to question in FL.
7. FL questions and answer: (basic and extended situation)
8. Normal FL conversation : (basic; extended and original situation)

This is the final step where the learners converse independently in the FL.

(FL Foreign language, M.T. - Mother Tongue)

In the light of the steps discussed above the following principles are drawn.

- In this method emphasis is not laid on creating situation as in Direct Method but situations are created just by giving the mother-tongue equivalents of English words.
- The unit of teaching is a sentence.
- Rigorous practice is undertaken in sentence patterns.
- The use of mother tongue is not exactly as in the Translation method.

- However mother tongue is used to explain the meaning of new words / phrases, idioms, grammatical concepts, and rules.
- It is used only at the early stages of learning English.
- It does not recommend for word by word translation.

Activity -5 : Write two principles of the following Methods

Methods	Principles
Grammar Translation Method	1 2.
Direct Method	1. 2.
Bilingual Method	1. 2.
Structural Oral Situational Approach	1. 2.

10.2.3 Audio - Lingual Method

You have already been acquainted with Direct Method of teaching. The primary focus in the method is ‘listening and speaking’. The Audio-lingual method is also an oral method. Charles Fries of the University of Michigan advocated this Method in 1945.

Let’s discuss about Audio-lingual Method.

Mr. Dash is a teacher. He teaches in Class-VII. He calls two students to the front. Gives each one a dialogue card and asks them to say the dialogues using the Cards to facilitate the work first. He reads out the dialogues using pause, intonation and stress. He also uses gesture and body language while saying the dialogues. In order to help them say the dialogue properly he prompts the dialogues and asks the students to follow him.

Dialogue Card:

Shyam:	Good morning, Ramesh.
Ramesh:	Good morning, Shyam.
Shyam:	How are you ?
Ramesh	Fine, thanks. And you ?
Shyam:	I am fine too. Where are you going ?
Ramesh:	I am going to the Exhibition Ground. Don’t you? There is a state level exhibition in Bhubaneswar.
Shyam:	No, I don’t know. Where is it ?
Ramesh:	It is in the KITS campus.
Shyam :	May I go with you ?

Ramesh: Yes, you can.
Shyam Thank you.

On the basis of the above exercise, the principles of Audio-lingual Methods are as follows.

1. Providing language in a meaningful context.
2. Teacher's model presentation of sentences influences the delivery of dialogues by the students.
3. Listening with keen attention helps the students to produce speech correctly.
4. Systematic and appropriate prompting of the dialogue ensures correct delivery of dialogues.
5. Repetition of the dialogues corrects pronunciation and modulation of voice.
6. Oral speech practice helps in eliminating errors.
7. Saying a dialogue with proper pause, intonation and stress makes the meaning clear.
8. Students should respond to both verbal and non-verbal stimuli.
9. During speaking the student should follow the syntactic pattern. (subject + verb + object + complement)
10. The learning of second language should follow the way of the first language to keep up the natural flow of the expression.
11. Saying the dialogues and using the proper patterns help the students to learn the words and sentences.

Activity- 6: Read the following statements. Write 'no' against at those statements and delete which are not applicable in the context of Audio-lingual method.

- i) The teacher is like an orchestra leader who prompts the dialogues.
- ii) Dialogues are learnt through imitation and repetition.
- iii) Dialogue memorization should not be encouraged by the teachers.
- iv) Dialogues provide scope for chain drill / exercise.
- v) Sentence pattern plays a vital role in audio-lingual method.

10.2.6 The Silent way

You have studied Audio-lingual method in which listening and speaking play a major role during teaching - learning process. The teacher gives instructions like listen and do, listen and speak, listen, look and say. But in the silent way method, the teacher does not speak anything, hardly gives some clues using facial expression, shows picture and the students discover something. Applying the power of perception, awareness, cognition, imagination, intuition and

creativity, students try to learn. The method is a typical one which you should experience. The exponent of this method is Caleb Gattegno who introduced it in 1970. According to him - 'Teaching should be subordinate to learning.'

Let's discuss what happens in a class where the Silent way is in use. As the teacher enters the class, he draws four pictures on the blackboard without a word. One of the pictures reflects facial expression showing happiness, another picture shows unhappiness and the third picture shows neither happiness nor unhappiness. As soon as the teacher completes the drawing, she stands before the without speaking a word. Two minutes pass. The students look at each other. Then they ask the teacher, 'Sir, tell us what to do'. The teacher did not speak. He only looked at the blackboard drawing. Then one of the students replied, 'Sir, the first picture shows happiness'. Another student said, 'Sir, the second picture shows unhappiness'. About the third picture none of the students was sure to give a reply. Then they talked among themselves. After two minutes one of the students stood up and said he is neither happy nor unhappy. Then the teacher gives spoon feeding treatment in the following manner and asks them to do the following activation.

Think the pictures to be the real persons. Now imagine and say why they are happy or unhappy or neutral. At least each of you should write one reason for happiness. Then the students did the task on their own. After five minutes the teacher asks them to exchange their written answer sheets among themselves to let them know whether their answers differ or are same. After five minutes he gives the second task. The task is - 'Write what can be done to make the unhappy man happy. He gives five minutes to the students to think, applying their intuition and creativity. When he collects the answer papers he finds varieties of creative writing of the students. Then he asks some students to present their production.

Analyse the above situation and state your opinion writing 'Agree' or 'Disagree' against the statements.

- The teacher speaks a lot in the class.
- He/she speaks limited words.
- He/she does not speak at all.
- He/she creates thought provoking situations and asks the students to work by applying their cognition and imagination.
- He/she leads the discussion through supply of clues.
- He/she does very little but fulfils the objectives.
- The four language skills are reflected through the activities.
- Teaching-aids facilitate the teaching learning process.

Read the following experiment conducted by Caleb Gattegno, the exponent of the Silent way method.

Caleb with the help of a Fidel chart and Cuisenaire rods experimented the method in a class room. 'Fidel' means alphabet. The chart contains blocks of alphabets in

different colours. It is placed on a black background. Each block of colour represents different sounds of English alphabets. The fidel chart is used in the class room. The sounds stand for both vowels and consonants. The teacher silently points to a block with the help of a pointer. Learners remain silent. The teacher points to a block once again but the learners remain silent. The third time the teacher points to a block and says; (a) Then the students repeat the sounds on their own accord but the teacher does not utter any sound. This technique is used to teach long vowels, short vowels, consonant sounds which leads the learners to pronounce words. When the learners get acquainted with the clues they come to the front of the class and use the pointer to indicate the blocks. The whole class repeats the sounds.

Then peer interaction takes place and correction work is also done by the learners. The teacher interferes when he/she feels it essential.,

The Cuisinaire rods represent words. The teacher points to the fidel chart and taps out the word each rod represents.

The pink and small rod is used for 'the book'.

The green big rod is used for 'the table'.

The blank small rod is used for the preposition "On".

Then the teacher shows the rod and the student repeats in full sentence.

"The book is on the table." Further, more sentences are built up in this way.

Principles followed:

- The teacher proceeds from known to unknown.
- Uses the basic building blocks of sound and develops the phonetic skill.
- Teacher's silence stimulates peer interaction and co-operation.
- Language is learnt better in a fear free conducive environment.
- Talking less and doing maximum learning activity is the focus of this method.

Questions to reflect :

- Would the Silent way materials be useful in the class ?
- Can you devise some materials to teach the second language ?
- Should a teacher observe silence in the class room ?
- Is the method practicable ?

10.2.7 Suggestopaedia

'The suggestopaedia was advocated by George Lozanov, a Bulgarian doctor- a psychiatrist. According to him every human being has innate mental potentialities. They need to be explored and utilized, but some psychological barriers hinder them to bloom. Suggestopaedia is a suggestion to overcome the mental barriers to learning. The following three principles are based on suggestopaedia.

Joy and relaxation of mind

The innate potentialities of the learners can work with full zeal and vigour, if the learners feel relaxed and become free from anxiety. It can be possible through their involvement in joyful and meaningful activities.

Opportunities are provided to each and every learner to help them explore the innate powers of mind.

Maintaining a harmonious balance between the conscious and unconscious mind is necessary.

Educational Implication

In order to make the class room interesting and enjoyable posters and charts are to be kept ready for use. Seating arrangement should be done in a semi-circle shape so that learners can sit face to face. They can observe the posters, charts and listen to the audio-cassettes comfortably.

10.2.8 Total Physical Response

In the previous chapters you have been made familiar with Audio-lingual Method, Bilingual Method etc. You have gained some experience which may help you learn another method known as Total Physical Response (TPR). As teachers in the day to day class room, you expose your students to a lot of listening and doing activities. The students use their body parts in the activities: They listen understand and perform the activity according to your command. It is a method known as Total Physical Response (TPR). Let's discuss what happens in a class where the method is used.

"A teacher enters a class. The students stand up. The teacher says, 'Sit down'. All the students sit down. Then s/he asks to open the book at Page-41. All the students open their books. Then s/he asks one student to read the title of the topic. The student reads it. The command given by the teacher is carried out by the students. They listen to the teacher and respond accordingly. The first thing is that they understand what the teacher says. So listening with understanding is the key to the total physical response. Unless a student understands the teacher's instruction, he/she can not perform it.

Read the following activities where there is maximum scope for the students to respond to the teacher through physical activities. The teacher not only commands the students to do the activity but at the initial stage the teacher demonstrates the activity that the students follow. Activity, rhymes, dialogues, question-answer, listen and repeat are used by the teacher in Total Physical Response.

Type - I Rhyme "Our daily habits"

First the teacher reads out a line and then demonstrates by acting out the line.

**"Brush brush brush your teeth -
brush it everyday.**

Boys and Girls brush them everyday.

Wash wash wash your face

Wash it everyday.

Boys and girls wash it everyday

-Comb Comb Comb your hair everyday

Boys and girls comb it everyday

You see the action words are underlined.

You use the action words to demonstrate an activity related to the word.

Example - Any other activities that involve TPR.

Type - II Suggested TPR activities

Listen and make / prepare - a paper boat or a paper bird

Listen and colour - Colour a linear drawing of a tree with fruits

Listen and draw - Draw the picture of a bird

Listen and arrange - Arrange the words alphabetically. Listen and count the sticks / flowers.

Tell the story of 'The Hare and the Tortoise' with action.

- Say the Rhyme with action.
- Say the Dialogue with action.
- Tell your pupils what to do.
- Use clear pronunciation and intonation.
- Help them understand by gestures or doing action.

James Asher's Total Physical Response (TPR) theory (1977) has been accepted as a second Natural Method in the recent times. This helps develop language skills through listening and doing exercises.

Physical movement shall accompany listening. Speaking and other productive skills come later. The speech production mechanism begins to function spontaneously when the basic foundations get established through listening.

Steps:

1. The teacher gives a command - Stand up, sit down, show me your right hand, touch your head, etc.
2. The learners respond to the command. If they fail to do so, the teacher demonstrates again.
3. The teacher extends the activities adding new items of activities that the learners listen.
4. The learners are not required to speak in the initial stage.

5. Giving commands follow the following sequence -

Teacher gives command to the whole class.

Then learners follow the command.

Then it may be done in pairs.

Educational Implications :

Meaning in the target language can be conveyed best through actions.

Learners learn doing the activities through actions.

Listening comprehension should precede other skills.

Soon after listening the command, if the learners perform the same it builds confidence in them.

A feeling of success helps in strengthening language skills.

10.2.9 The Communicative Language Teaching

The recent approach to the teaching-learning languages has been the Communicative approach. As teachers you are communicating everyday in the class room and in your personal life too. You are also acquainting your students with the various ways of communication viz. introducing to each other, greeting people, attending a phone call, making a request for something. The newly revised text books contain a good number of dialogues on the topic and beyond. You know it well that language is taught and learnt for communication so you should be conversant with the techniques of communication, which will help you and your students in the class room and outside the class room. For understanding the different ways of communication, some examples are given here.

(Context - In a meeting of parents in the school, one mother lost her purse.)

A lady teacher Miss Sunita finds it and picks it up. She goes to the meeting hall to find out who the owner is.

Miss Sunita: Excuse me, everyone - whose purse is this ?

Mrs. Dash: Oh, That's mine. Thank you so much. It must have fallen out of my bag.

Miss Sunita: I hope you haven't lost anything. Please check.

Mrs. Dash: (Opens the Purse) Ah ! Thank God

My locket is inside the purse. My grandfather gave it to me as a gift.

Miss Sunita: What about the other things ?

Mrs. Dash: Let me see. (Pause) Yes, I have my money and my ATM Card too. Thank you Miss Sunita. Really, I am grateful to you.

Material -2 (Role Play)

Read the following piece of communication.

A gentleman meets the Railway Inquiry Officer.
 (One student plays the role of gentleman and another Railway Inquiry Officer)

Gentleman: Good afternoon, Sir.

Inquiry Officer: What do you want ?

Gentleman : Would you please tell me when the Rajdhani Express to New Delhi leaves ?

Inquiry Officer : At 10.10 in the morning tomorrow, Sir.

Gentleman: Is it a daily train ?

Inquiry Officer: No, Sir; it runs four days a week - Monday to Thursday.

Gentleman : Thank you very much.

You have read the two materials containing two different ways of communication. Do you adopt role play technique during teaching-learning process? If you use role play techniques in your class, it is alright. If you do not, do it. You have to develop dialogue card in a specific context / situation. There are enough situations in the text book which you can use for role-play. You should also go beyond the text book to life situation. This would enable your learners to communicate in real life.

Principles derived on the basis of the above discussion in relation to Communicative Language Teaching (CLT) teaching are :

- Teacher should create situations for Communicative Language teaching.
- Situation should be simple, short and related to real life situations.
- Students respond to the teacher if they understand what the teacher says.
- Communicative interaction encourages co-operation / relationship between student-teacher and student –student.
- Learning to use language is an important part of communicative competence.
- In communicating a speaker has a choice not only about what to say but also how to say it.
- All the four skills listening, speaking, reading and writing are emphasized.
- Language is presented in the form of connected sentences.
- Mother tongue is not used.
- Errors are tolerated as an inevitable part of the language learning process.
- Fluency is given more importance than accuracy.
- Learners are engaged in different language activities, games, role play, problem solving such as;
 - making a request for something
 - making a phone call

- greeting people
- introducing each other / people
- drawing attention
- reading railway time table, weather chart etc.

Activity- 7 : Prepare a dialogue card for practice in pairs,

Self-Check Exercise - 1

(a) Write true (T) or false (F) against the following statements.

- i) Grammar -Translation method is called the calssical method.
- ii) Direct Method restricts the use of mothertongue in teaching learning English.
- iii) Bilingual method allows both the teacher and students to use mother tongue during teaching learning process.
- iv) In Structural approach the teacher follows the principle of selection and gradation of structures.
- v) There are 275 structures and 3000 root words that the learners learn within a period of 5 to 7 years of learning English.
- vi) TPR allows the teacher and the student to demostrate an activity through gesture, posture and movement of the body.
- vii) Fidel chart is related to the physical response.
- viii) Suggestopaedia helps the students overcome fear in them.
- ix) Audio-lingual method has similarliy with S-O-S approach.
- x) The content words have no lexical meaning.

10.3 Lesson planning for each SGP.

A lesson plan is an important tool that you have to develop for transacting a topic. It shows you the way for effective teaching-lerning process in classroom. At the outset you have to divide the the topic into sense group paras (SGP). Next you have to decide the objectives for the lessons and design activites in relation to the objectives. Then you have to choose appropriate teaching-learning materials to make your lesson interesting and meaningful.

In this sub-unit you will be acquainted with the know how of preparing lesson plan on prose and poetry. In unit I and II you have learnt how to make content analysis of the texts. The contents form the basis of a lesson plan. The objectives of the lesson and the relavant learning activites are to be determined keeping in view the contents. A lesson plan shall have three steps which are explained below.

10.3.1 Pre reading activity

It is the first stage of the lesson plan. You enter the class and interact with the learners in an informal way. During interaction you may ask oral questions of brain storming nature / show

pictures, or ask riddles or narrate stories or propose an activity in order to motivate the learners towards the topic. You can divide the students into small groups and name the groups. The whole class is made active following any one technique so that they can smoothly move to the next stage being sufficiently motivated.

10.3.2 While - reading Activity :

At this stage you may do the following :

- Read the paragraph aloud with correct pronunciation, pause, intonation and stress.
- The students listen with their books closed.
- You read the paragraph aloud once again and the students keep the books open.
- The students follow your reading in the text.
- Then you may ask some students to read aloud.

(At least one student from each group reads aloud. The purpose is to make the students acquainted with the proposed text to be dealt with.)

- Then you ask the students to read the para / paras silently to locate the key words and phrases and comprehend the text. (Before silent reading, you may put some questions in order to make silent reading more purposeful and directed for the learners).

After silent reading, you should ask questions viz. global, local, referential and inferential to help the learners comprehend the text in terms of information, inner message, words and usage. This is the most important aspect in teaching - learning process. Most of the objectives are realised here and most of the language skills are developed. During this stage, an interactive languages context is created for both exposure and practice.

Example : What is the topic about ? (global)

- Who are the characters in this part of the story (local)

Who does 'he' refer to ? (referential)

How do you know that he is honest ? (inferential)

You should distribute the questions among the students of all the groups. At this stage you should clarify the doubts of the students. Questions should be used as instruments to activate and involve the learners, to make them think and go into the text. As a teacher you have to support them by prompting and providing cues so that the learners actively participate in the process.

10.3.3 Post reading activity .

This stage is meant for involving the students in some practice activities relating to productive skills. Language work is done at this stage. Varieties of activities like antonyms and synonyms (vocabulary), arranging the jumbled letters to make meaningful words, jumbled words into sentences, sentence formation, transforming words from one form to other (noun - adj, noun-verb), and language skill related exercises are taken up. You have to prepare objective based questions (learning objectives) on the text for both evaluation & application as well as feedback for you.

16.3.A.

LESSON PLANS

You have already been acquainted with the writing objectives using action verbs. When you are going for lesson planning you have to write the objectives of the lesson. Then you follow the format as given here for the poem "Leisure". You have already seen examples with the activities on Comprehension, Language, Listening, Speaking, Reading and Writing etc. You have also made some extracts of those poems. Now go through the lesson plan on the poem "Leisure".

ACTIVITY BASED LESSON PLAN

Subject : English (Poem)

THE LEISURE		LESSON
<p>Basic Information</p> <p>Date : 08.06.2013</p> <p>School : Zilla High School</p> <p>Class - VIII</p> <p>Period : 1st</p> <p>Subject : English</p> <p>Topic : "Leisure"</p>	<p>General Objectives : To enable the students :</p> <ul style="list-style-type: none"> - appreciate the beauty, rhyme and style of the poem. - read aloud the poem with proper rhythm and intonation. - understand and appreciate the idea contained in the poem. - develop their aesthetic sense and imagination. <p>Special Objectives : The students will</p> <ul style="list-style-type: none"> - recite the poem with stress and intonation and rhyme scheme and scan the poem and answer global level questions - and referential question. (What does the poet ask us to do ? What do you mean by "streams full of stars" etc. Who does me refer to ?) - appreciate the idea of the poem that leisure is essential in life. - identify the rhyming words like 'care-free, pass-free' etc. - tell the mood of the poet. - identify the picture words used in the poem. 	<p>T.M. :</p> <ul style="list-style-type: none"> - Text Book, Blackboard, Text Boxes - Drawing and painting materials
	<p>①</p> <p>②</p> <p>③</p> <p>④</p>	

Steps	Expected Learning Outcome	Teaching Learning process / Method
		<p>Learner's Activity</p>
Pre-reading	Warming-up leads to introduction of the poem	<p>The teacher writes the word "HOBBY" and says - In our everyday life we work a lot. We are very busy from sunrise to sunset . But on holidays we don't work or study. We have nothing to do in particular. We do the things that we enjoy.</p> <p>What hobbies do you have ?</p> <p>Teacher :</p> <ul style="list-style-type: none"> . Here is a list of things that we like to do in our leisure or free time. . Say which of them you do or would like to do. . What other hobbies do you have? <p>The teacher writes the list on blackboard. Asks students to copy and then mark their choice with a tick mark.</p> <p>The learners say one by one.</p> <p>Teacher shows the list of a few hobbies.</p> <p>Things I like to do in my leisure</p> <ul style="list-style-type: none"> - playing - drawing - watching TV - listening to music - reading - writing - flying kites - making and floating paper boats - visiting friends and relatives - visiting parks, gardens or grooves - going on a picnic - sitting on sea-beach or river bank <p>Topic - Leisure</p>

While reading	The learners recite the poem rhythmically.	<ul style="list-style-type: none"> • Reads the poem aloud. • Reads the poem aloud once again. • Asks few general questions on what matters most. • Reads the poem out to the class. <p>• Gives instruction for silent reading by students. (Questions : What happens if life is full of case? If there is no free time, What happens to us? How is Nature full of beautiful sources for passing leisure time ? • Checks how the activity is going on. • Checks learner's understanding/appreciation.</p> <p>Makes interactive use of the comprehension questions. The Teacher asks the following questions.</p>	<p>Simply listen to the teacher with their books closed.</p> <p>Listen to the teacher with their books open.</p> <p>Listen and follow the book.</p> <p>Read the poem silently.(This may be done in small groups and members of the group interact among themselves.)</p> <p>If there is no free time, What happens to us? How is Nature full of beautiful sources for passing leisure time ? • Checks how the activity is going on. • Checks learner's understanding/appreciation.</p> <p>Makes interactive use of the comprehension questions. The Teacher asks the following questions.</p> <ol style="list-style-type: none"> 1. What is the poem about ? 2. Does the poet talk about the nature's beauty in cities or village? 3. Is the poet happy unhappy ? Why ? 4. What do you mean by 'full of care' ? 5. What does 'we refer to ? Poet or others or both ? 6. What does the poet ask us to do? 7. What do you mean by 'boughs' ? 8. Where are the sheep and cows ? Are they far or near ? 9. Where do the squirrels hide their nuts ? Why do they do so ? 10. What is the real beauty as depicted in the poem? 11. When are our lives poor ? 12. Why does the word Beauty start with a capital letter ? 	<p>Get the meaning and message through interaction.</p> <p>The learners go through the text, read the lines for scanning and skimming. [unhappy, people do not have time to observe nature]</p> <p>Relate this to their experience when they watch a pond or a lake or a river with small waves and the sun shining on them brightly.</p> <p>The bright sunrays dazzling and rippling water looks like stars.</p> <p>Students appreciate the beauty of nature.</p>
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Post reading	<p>Uses the appreciation questions to increase learner's likes for the things appeal them.</p> <p>The students can match the words with their meanings.</p>	<p>The learners respond to the questions based on the sense of appreciation.</p> <p>The poet considers beauty as a person eg. Beauty's glance, her smile, her dance smile etc. like ordinary human being. It is called "personification" as the human qualities are attributed to inanimate objects.</p> <p>Match the words of Column 'A' with their meanings in Column 'B'</p> <table border="0"> <tbody> <tr> <td>1. stare</td><td>1. boughs</td></tr> <tr> <td>2. beneath</td><td>2. stars</td></tr> <tr> <td>3. large</td><td>3. to improve the branched quality of something</td></tr> <tr> <td>4. bright bodies</td><td>4. under in space</td></tr> <tr> <td>5. enrich</td><td>5. big tree</td></tr> <tr> <td></td><td>6. to look directly at somebody or something.</td></tr> </tbody> </table>	1. stare	1. boughs	2. beneath	2. stars	3. large	3. to improve the branched quality of something	4. bright bodies	4. under in space	5. enrich	5. big tree		6. to look directly at somebody or something.	<p>The poet appears to be a lover of.....</p> <ol style="list-style-type: none"> human beings. animals. nature <p>(Choose the best alternatives)</p> <ol style="list-style-type: none"> Given a chance, where do you think, the poet will prefer to live, in a village or a town? which of the following is the reality ? <ol style="list-style-type: none"> We do not have time to observe the sights of nature. We have time but do not observe nature. The poet provides four beautiful sights of nature. What are they ? They are : <ol style="list-style-type: none"> Sheep and cows grazing on a field. Squirrels hindring nuts in grass. dazzling ripples of the stream in sunlight. a beautiful country girl <p>Write the lines which describe the sights in the poem</p> <p>a. <u>en</u> b. <u>en</u> c. <u>en</u> d. <u>en</u></p> <p>WORK SHEET</p> <p>en _____ en _____ en _____ en _____</p>
1. stare	1. boughs														
2. beneath	2. stars														
3. large	3. to improve the branched quality of something														
4. bright bodies	4. under in space														
5. enrich	5. big tree														
	6. to look directly at somebody or something.														

<p>Students from new words using the prefix - en.</p>	<p>The teacher gives example like enrich, encircle and asks the students to fill in the work sheet.</p> <p><i>enrich, encircle, etc.</i></p>	<p>The students fill in the work sheet.</p> <p>Can you pick up a few words used in the poem with 'Soft' sounds ? Hints 'Soft' means gentle and quiet voice in general the 'Soft' sounds are - 's', 'm', 'n'.</p> <p>Discuss in the group and do the activity.</p>
<p>The learners will pronounce the words with the silent letters (shall - speaking)</p>	<p>The teacher asks the students to pronounce the following with silent letters. boughs, where, watch, daylight</p>	<p>The learners pronounce the words without the letters which are silent.</p> <p><i>Daylight, boughs, etc.</i></p>
<p>Develops the ability for mind mapping and logical sequencing.</p>	<p>The teacher asks students to arrange the jumbled lines in order. He instructs the students to discuss in the group and write correctly to present before the student.</p>	<p>The students arrange the jumbled lines and present.</p> <p><i>Daylight, boughs, etc.</i></p>
<p>Students are made familiar with the project work.</p>	<p>The teacher assigns project work to the learners.</p>	<p>The learners will do the following project work.</p> <p><i>Daylight, boughs, etc.</i></p>

Self-check Exercise - 2 :

Tick (✓) the correct answer.

(a) Pre-reading activity is related to

- i) reading skill.
- ii) reding comprehension.
- iii) reading readiness.
- iv) picture comprehension.

(b) Post-reading is mostly concerned with

- i) reading comprehension.
- ii) practice of language related activties.
- iii) listening and speaking skills only.
- iv) only vocabulary related activities.

(c) Matching words comes under

- i) writing activity.
- ii) reading activity.
- iii) vocabulary activity.
- iv) project activity.

(d) Identificantion of rhyming words is mostly related to the teaching of

- i) poetry. ii) prose.
- iii) non-detailed text. iv) grammar.

10.4 Planning lesson for teaching composition and letter writing.

Composition lessons enable to learners to form their own spoken and written texts for various purposes. Whatever they have learnt from prose, poetry and grammar, they apply in their composition. Essay, story, paragraph, letter writings are composition lessons. Each composition lesson has its own objectives. Composition lesson are first provided in the guided or controlled from and later on the students are encouraged together for free composition. Here is an example of lesson on essay writing. Go through the lesson plan and try to understand how as a teacher you would deal with such a lesson.

10.3.5.

Sample plan for Teaching A PROSE LESSON

Prose is taught to enable the learners to acquaint with the language usage, the unity of thought and the coherence etc. The learner becomes able to know the effective expression of the language which is an art to be cultivated consciously. If the language student does not practise and learn the qualities mentioned above, he / she is likely to fall into the pit of clumsy expression or vagueness in the use of the language. While planning a prose lesson, the teacher should take care of the above points in his / her mind. Here is a sample lesson plan of the prose piece "Akabar Meets Birbal". This sample plan covers the whole topic which can be completed in a number of periods.

ACTIVITY BASED LESSON PLAN

Subject : English (Prose)	CLASS . VI
<p>Basic Information Date : _____ School : _____ Class - VI Period : _____ Subject.: English Topic : "Akabar Meets Birbal"</p> <p>General Objectives : To enable the students to : . develop the language skills. . cultivate the language usage. . know the meanings and usage of the vocabulary items. . have an idea about the unity of thought and coherence. . understand the idea reflected in the lesson. . develop their aesthetic sense and thinking mind.</p> <p>Specific Objectives : At the end of the lesson, students will be able to :</p> <ul style="list-style-type: none"> i) read and enjoy the story and answer comprehension questions both in oral and in written forms. ii) develop listening and speaking through story telling and discussion. iii) enhance vocabulary – emperor, education, learning, wiseman, scholar, humour, chase, stare, temper; iv) use the text as scaffold to writing. (For each part of the text, the specific objectives can be stated in terms of thematic content and language aspect.) 	<p>TLM : the story in the text, pictures, learning tasks and activities.</p>

Steps	Teaching Learning process / Method (Problem Solving Approach)	Expected Learner's Activity	Blackboard work and material
Stage – I: Introduction: Pre – Reading	<p>The teacher introduces the topic by using the title of the lesson – Akbar Meets Birbal. She/He writes the title on blackboard. Asks the students to read the title and answer the following questions.</p> <ol style="list-style-type: none"> 1. Who was Akbar? 2. Who was Birbal? 3. Did they know each other before? 	<p>Students think and answer. If they answer correctly, the teacher asks the next question. How did they know each other? Perhaps the class won't find the right answer.</p> <p>Teacher says, "Well let's read a story and know when and where they met each other first. Can you tell which story in your book tells about them?"</p>	Topic - Akbar Meets Birbal.
Stage – II: While – Reading		<p>Story Telling: Teacher says, "Do you want to listen to the story? Well, listen carefully and try to understand it. When the story ends, tell me: - Who are there in the story? - Where did they meet each other?" The teacher tells the story with gesture, action and picture. If necessary, she/ he may use Odia/ learners' mother tongue. After telling the story, she/he asks a few general questions on what matters most. For example: Who are there in the story? Where did Akbar and Birbal meet for the first time?</p>	

Steps	Teaching Learning process / Method (Problem Solving Approach)		Blackboard work and materials
	Teacher's Activity	Expected Learner's Activity	
	<p>Reading Aloud The teacher reads the story (part - 1) aloud with proper stress and intonation. The teacher checks, guides and gives compliments.</p> <p>Silent Reading The teacher asks the students to read part - 1 of the story silently. She/He gives tips for silent reading. (Teacher may divide the class into groups.)</p> <p>Checking learners' Understanding After the students have read silently, the teacher asks the following questions in order to know how well they have read (understood) the text. (The teacher should refer to the Classroom Questioning Skill and encourages the learners to refer to the text.)</p>	<p>Students listen to him/her following the text in their book. They practise the reading aloud for good pronunciation. They present their reading sample.</p> <p>Students read, interact among themselves / in each group.</p>	<p>(Teacher encourages pupils to frame sentences and write their sentence on blackboard)</p> <p>wise - famous - scholar -</p>

Steps	Teaching Learning process / Method		Blackboard work and materials
	Teacher's Activity	Expected Learner's Activity	
6.	According to the story the Navaratna means..... a. the nine precious stones on the Emperor's throne. b. the nine great scholars at Akbar's court. c. the nine treasure chests in his palace. (Tick ✓ the right answers.) 7. Make a list of the nine scholars(Navaratna) at Akbar's court. Also write the job each one did. For example,	Learners are given situations to use the words in their own sentences.	The Scholar's His work Name
	The scholar's name Raja Birbal	His job/work in the royal assembly court jester	funny

Steps	Teaching Learning process / Method		Blackboard work and materials
	Teacher's Activity	Expected Learner's Activity	
	<p>10. Why did Akbar praise Birbal? 11. What did Birbal do for Akbar? 12. Who was Birbal?</p> <p>Ans:- Birbal was one of the _____ at Akbar's court. He worked as the _____.</p>	<p>advisers scholars jester nine court great wisdom</p> <p>Complete the answer by filling in blanks using word from box.</p> <p>13. What do you mean by the word 'jester'? Read paragraph – 5 and find out four words which give clues/ hints to get the meaning.</p> <p>14. Akbar was a great lover of learning and wisdom. He met out scholars and wise men in many events of his life. How did he meet Birbal? Let's read the next part of the story to know more about it.</p>	<p>jester</p>

Part – 2

(In case it is done in another period use 'recapitulation of previous knowledge to link the covered portion with the new portion.)

Now the teacher and students read part – 2 aloud as done in part – 1. Then the teacher asks the students to read the story silently. Follow the same way for silent reading as in part – 1. After the students have read, the teacher asks the following question to check the learner's reading comprehension.

Steps	Teaching Learning process / Method	Expected Learner's Activity	Blackboard work and materials
Comprehension Questions: 1. Who are there in this part? 2. Where are they now? 3. What happened to the emperor and his party? 4. Why were they lost in the jungle? 5. Where did they come at last in the evening? 6. It was difficult to know the right road to Agra. Why? 7. Who did they see in the jungle? 8. There was danger in the jungle for Akbar and his men because..... a. it was dark evening. b. they lost their way. c. the jungle was dark and deep. d. the forest was full of wild animals. (Say which one is not true)	They refer to the text and answer the questions.	fond of chased wild	

Steps	Teaching Learning process / Method Teacher's Activity	Expected Learner's Activity	Blackboard work and materials																
Stage - III: Post Reading	<p>Activity - 1 Given below are some describing words under 'A' and their names under 'B'. Match them.</p> <table border="0" data-bbox="393 624 710 1837"> <tr> <td style="text-align: center;">A</td> <td style="text-align: center;">B</td> </tr> <tr> <td>a great king</td> <td>Nava Ratna</td> </tr> <tr> <td>the great Mughal ruler (king)</td> <td>Mahesh Das</td> </tr> <tr> <td>Akbar's capital</td> <td>Hindustan</td> </tr> <tr> <td>the nine gems of Akbar's court</td> <td>Emperor</td> </tr> <tr> <td>India</td> <td>Agra</td> </tr> <tr> <td>Birbal</td> <td>Muhammed</td> </tr> <tr> <td></td> <td>Jalal-Ud-din Akbar</td> </tr> </table>	A	B	a great king	Nava Ratna	the great Mughal ruler (king)	Mahesh Das	Akbar's capital	Hindustan	the nine gems of Akbar's court	Emperor	India	Agra	Birbal	Muhammed		Jalal-Ud-din Akbar	<p>They match A & B appropriately.</p>	
A	B																		
a great king	Nava Ratna																		
the great Mughal ruler (king)	Mahesh Das																		
Akbar's capital	Hindustan																		
the nine gems of Akbar's court	Emperor																		
India	Agra																		
Birbal	Muhammed																		
	Jalal-Ud-din Akbar																		

Activity - 2

Write 'TRUE' or 'FALSE' in the box against each statement. If a sentence is FALSE, underline the wrong word(s) in it.

- He smiled and said, "Sir, a road can't move like men." How can it go anywhere?" TRUE/FALSE
- In the evening they came to a place where four roads met. TRUE/FALSE
- They killed a tiger and lost their way. TRUE/FALSE
- It was so difficult to know the road to Agra because all roads looked different. TRUE/FALSE
- Akbar called him and said, "Tell us young man, which of these roads goes to Agra." TRUE/FALSE
- One day the Mughal Emperor Akbar and his party went into the market around Agra to hunt. TRUE/FALSE
- Akbar enjoyed the joke and began to cry. TRUE/FALSE
- They saw a young man sitting alone in the forest. TRUE/FALSE

Activity - 3

Some sentences in Activity-2 are TRUE and others are FALSE. Correct the sentences which are false. Then rewrite all the eight sentences.

They rewrite correctly in their copies.

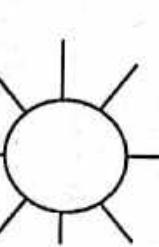
Steps	Teaching Learning process / Method	Expected Learner's Activity	Blackboard work and materials
Activity – 4 The sentence under Activity – 3 are not in order. Put them in right order and you will get the story 'How Akbar Met Birbal for the first Time'.	Activity – 5 Go back to comprehension question No- 7 in Part – 1. Write sentences using the words from both columns. Example : Raja Birbal was the court jester in Akbar's court.	Activity – 6 (assignment for Group work) Use your writing in Activity – 6 as a sample. Write a similar a paragraph on the nine gems in the royal assembly of king Vikramaditya. Activity – 8 Collect some stories from Birbal. Tell one story to the class. Ask students to read other stories.	Activity – 5 Students practise the following dialogues through role-play. The teacher sets the scene. Students practise in groups and present in pairs. Akbar: Tell us young man, which of these roads goes to Agra. Young man : (Smiles) Sir, people go here and there. Roads don't. So how can this road go to Agra? (Laughs) Akbar : No, they don't (begins to laugh). What's your name? Young man : Mahesh Das. And what's your name, sir? Akbar: You're speaking to Mohammed Jala-ud-din - Akbar, the Emperor of Hindustan. Young man : Glad to meet you, Sir. Akbar : Come to our court in Agra. We need fearless men like you. Youngman : Thank you, Sir. Akbar : Bye.

(Part 1, 2 and 3 are put together here. But each part is one lesson which can be completed in one period. If required, it may be done in more number of periods.)

ACTIVITY BASED LESSON PLAN**CLASS VIII****Subject : English (Essay)**

Basic Information
Date : _____
School : _____
Class - VIII
Period : 1st
Subject : English
Topic : Your Village

General Objectives : They will
 - generate ideas on a given situation -
 - organise ideas in proper sequence to express in correct form of language.
Special Objectives : They will
 - generate ideas on village life.
 - sequence the ideas.
 - describe these ideas in order to write the essay in correct language and form.

Topic : YOUR VILLAGE		TLM (NEW) : Picture Worksheet Checklist	TLM (NEW) : Picture Worksheet Checklist
Steps	Expected Learning Outcome	Teaching Learning process / Method	Blackboard work and materials
Generation of ideas Pre-writing	The students express their ideas through the sun diagram	<p>The teacher asks some questions to help the students establish linkage with the topic.</p> <p>Teacher's questions</p> <ol style="list-style-type: none"> 1. Where do you come from ? 2. Do you live in a village or in a town ? 3. Do you like to live in villages ? 4. Can you say some good things of a village ? <p>Then he draws a sun diagram on the blackboard and asks them to fill in the blanks as shown therein.</p>	<p>Fill in the sun diagram given below. Write more than one item in each blank space.</p> 

Organisation	The students respond to the teacher's questions.	<p>The teacher asks the following questions to help the students to generate ideas.</p> <ol style="list-style-type: none"> 1. Say about some scenery that you see in a village. 	<p>(The teacher shows them the pictures of a village to lead the discussion)</p> <ol style="list-style-type: none"> 2. What are the occupations of the villagers ? 3. What crops and vegetables do the farmers grow in fields ? 4. What festivals do the villagers observe ? 	<p>Corn fields, hill, forest, rivers, temple, cattle, grazing in the field.</p>	<p>Different occupations Cereals and vegetables Various festivals</p>	<p>Natural objects</p>

<p>While writing : Preparation of the first draft.</p>	<p>The students prepare the first draft.</p> <p>As soon as the discussion is over the teacher instructs the students to write individually and exchange their pieces of writing in the group for self correction. After it is done, every group has to present the essay.</p> <p>Each group presents.</p>	<p>The students write on their own and share among their friends. Then they exchange their note books among other groups to make necessary corrections. Each group presents.</p> <p>The students arrange the essay accordingly.</p> <p>Check List (After the final draft is prepared the essay is to be checked on the basis of the following)</p> <ol style="list-style-type: none"> 1. Are the ideas appropriate? 2. Are the ideas properly arranged? 3. Is the essay free from spelling errors ? Yes/No 4. Are the punctuation marks properly used ? Yes/No 5. Is it legibly written ? Yes/No. 6. Is it free from grammatical errors ? Yes/No 7. Is it within the prescribed word limits ? Yes/No 8. Are the sentences well structured ? Yes/No 9. Are the linkers properly used ? Yes/No 10. Is the essay in proper format ? Yes/No (Introduction - body- conclusion)
<p>Editing the first draft</p>	<p>The students make necessary correction through discussion in the group.</p> <p>Sequencing :</p> <ol style="list-style-type: none"> 1. Introductory Paragraph (Beginning) 2. Supporting Paragraph (Body or middle portion of the essay) 3. Concluding paragraph / Ending. 	<p>The teacher guides the students in the following manner.</p> <p>The teacher clarifies how to review check their essays according to the checklist.</p> <p>The students go through the checklist written on the blackboard and produce the final copy.</p>
<p>Post-writing</p>		<p>The students correct individually and also ask for the teacher's help if it is needed.</p>

10.5 Assessment of Learning performance in English at Elementary level

You are aware of the fact that there have been changes in the assessment system after the introduction of National Curriculum Framework, 2005, across the country. Again the Right to Education Act, RTE 2009 has made it mandatory for the teachers, teacher educators and administrators to make assessment continuous and comprehensive. It envisages for assessment of both scholastic and co-scholastic areas. After the implementation of Sarva Siksha Abhiyan, you are conducting two unit tests before the Half yearly examination and two unit tests before the Annual examination in a year. You are assessing the students' performance six times which makes the assessment continuous.

For a long time you have been acquainted with the assessment of scholastic areas, but continuous and comprehensive evaluation (CCE) covers both scholastic and co-scholastic areas. Under the scholastic areas, you have been teaching language, mathematics and environmental studies (science and social-science) and also encouraging co-curricular activities and developing personal and social qualities including interest, attitudes and values in the co-scholastic areas. When assessment is done throughout the academic year and becomes an integral part of teaching learning process it is continuous and when curricular, other curricular, co-curricular and personal social qualities are assessed it is comprehensive.

Since our focus is on students' learning and providing quality learning to all the children, there is need of continuous assessment during classroom transaction.

In continuous and comprehensive evaluation the teacher tries to -

- find out the changes and progress that take place in the child's learning over a period of time in different subjects and other dimensions of his / her personality.
- identify special needs and requirements of the individual child.
- make the child aware of his / her capabilities.
- diagnose the learning difficulties and provide remedial teaching.
- find out to what extent the learning objectives are achieved.
- keep the record of children's progress so as to communicate the same to parents and guardians.
- make the learners free from fear and encourage each child to assess himself or herself.

Assessment helps a teacher to get a meaningful feedback so as to improve upon the strategies of teaching-learning.

10.5.1 Assessment of Learning

The assessment of learning is defined as a process where someone has little involvement in the design or implementation of the assessment process. Teacher designs learning strategies, assessment tools and collects evidences. On the basis of feedback a teacher decides what has been learnt and which aspects are to be taken care of.

10.5.2 Assessment as Learning

The 'assessment as learning' is perhaps more connected with diagnostic assessment and can be conducted with more emphasis on peer learning. Assessment as learning generates opportunities for self assessment and peer assessment. Students take on increased responsibility to generate quality information about their learning and that of the others.

Teacher and student co-construct learning.

Teacher and student co-construct assessment.

Teacher and student co-construct learning progress map.
Assessment for learning and assessment as learning activities should be deeply embedded in teaching -learning and be the source of interactive feedback, allowing students to adjust, rethink and re-learn.

10.5.3 Assessment in Learning

The 'assessment in learning' places the question at the centre of teaching -learning. It deflects the teaching from its focus on a correct answer to a focus on 'a fertile question'. Through enquiry students engage in processes that generate feedback about their learning which come from multiple sources and activities. It contributes to the construction of other learning activities, line of enquiry and the generation of other questions.

Student as the centre of learning.

Student monitors, assesses and reflects on learning.

Student initiates demonstration of learning (to self and others).

Creates a feeling of confidence and achievement among children.

10.5.4 Periodicity of Assessment :

Now a question may arise in your mind what should be the interval between two assessments. It is recommended in the document of National Curriculum Framework- 2005 that the assessment should be on all through the session.

Daily basis - Interacting with children and continuously assessing them both in the situations inside and outside the classroom.

Periodic - Once in every 3 to 4 months, teachers may check and reflect on the information collected. This however should not be in the form of a test / exam but for purpose of reflection.

10.5.5 Methods of assessment :

There are four basic methods of organizing assessment namely,

Individual Assessment - It focusses on Individual child while she / he is doing any activity / task individually.

Group Assessment - It focusses on the learning and progress of a group of child working on a task together for completing it. It facilitates co-operative learning and thus social skills can be assessed. According to social constructivist, it is more useful to assess social skills.

Self Assessment - It refers to a child's own assessment of his/ her learning which he / she can check by sharing with others about the correct answers.

Peer Assessment - During group work / pair work through interchange of answer sheets in the group and among the group, an individual learner can get feed back on performance through cross checking in the group.

Teacher as coach and mentor :

Teacher and students need to understand the purpose of each assessment strategy. The overall assessment 'package' used by learners and teachers should accurately capture, generate and use the information for proper learning and understanding.

10.5.6. Tools and techniques of Assessment :

- | | |
|-----------------|----------------------|
| 1. Oral test | 6. Portfolio |
| 2. Written test | 7. Check list |
| 3. Observation | 8. Rating scale |
| 4. Assignment | 9. Anecdotal record. |
| 5. Project | |

10.5.7 Preparing Test Items in English : (some sample test - items)

Q1. Read the following paragraph and answer the questions in a sentence or two.

Forests are home to many animals and plants. They are a store house of many important natural resources. Forests also bring rain and control flood. We get oxygen from trees. The construction of roads and railway tracks force man to cut down trees. All these human activities have been a danger to the animals and birds of the forest. Some birds and animals are not found now a days. The cleaning of forests has resulted in the loss of oxygen supply. We do not get enough rainfall in time. Due to deforestation our earth is also getting warmer.

Questions. :

1. Why is wild life in danger ?
2. Are the forests useful to us ? How?
3. Why is our earth getting warmer ?
4. Why do men cut down trees ?

On the basis of your reading the poem "The Wind"

answer the following questions. Put a tick mark against the correct answer.

a) The wind needs no key to enter a room because

- i) the room is always open.
- ii) it can break the door and enter the room.
- iii) it is present everywhere.
- iv) it can pass through the gaps in the door ways.

b) I can steal through the garden means –

- i) the wind can pass through the garden noiselessly.
- ii) it can blow away flowers from the garden.
- iii) it can walk through the garden.
- iv) it can steal flowers from the garden.

c) Write two words one of which rhymes with 'key' and another rhymes with 'flowers'.

4. Read the following and fill in the blanks choosing the words from the brackets.

Computers are very machines. At the same time computer have also affected many people. They have taken over many people used to do. This is because computers can do more things in less time as to people.

(compared, badly, useful, jobs)

5. Match the words in Column A with those in column B.

A

- a) affect
- b) decision
- c) replace
- d) job

B

- a) a choice that you make after thinking
- b) produce a change
- c) work for which you receive payment
- d) remove somebody / something and put another person or thing in the place
- e) serious

6. Fill in each blank choosing the correct alternative.

- a) A lot of children playing there. (was / were)
- b) One of my friends got their first prize in painting. (has / have)
- c) The cattle grazing. (is / are)

7. Express in one word.
- i) One who sells newspaper is called
 - ii) One who does the work of painting is called
8. Arrange the following jumbled words to make a meaningful sentence.
the king his soldiers to uproot the tree ordered and to him bring it.

Self-Check Exercise - 3

1. Encircle which of the following is not applicable.
Formative assessment helps in
 - a) identifying the learner's weaknesses in learning.
 - b) providing opportunity to the learners to improve their work after getting feedback.
 - c) enabling teachers to modify teaching learning strategies.
 - d) enabling learners to secure good marks.
2. Diagnostic assessment is concerned with (tick against the correct one)

a) remedial teaching.	b) enrichment teaching.
c) judging the standard of the student.	d) creating scope for competition.
3. Questions on comprehension tests the learner's ability of

a) understanding.	b) vocabulary.
c) speaking.	d) writing.
4. Assessment on reading a paragraph aloud aims at

a) developing the reading speed.	b) correct pronunciation.
c) testing comprehension.	d) using intonation and stress.

10.6 Let's sum up

- Language can be both acquired and learnt. In order to help the learners learn the language the teacher uses approaches, methods and techniques in the day to day classroom. A single method can't help the teacher achieve the objectives. So he / she uses combined approaches and methods.

- Grammar translation method is the oldest method and termed as classical method. In this method mother tongue is used to explain the text.

- Direct method of teaching was introduced to prepare students in using the target language. The teacher uses this method without the help of the mother tongue.

- Structural-oral-situational (SOS) Approach gives stress on the use of structures. Drill techniques like repetition drill, chain drill, substitution drills are used by the teacher to help the learners master the structures. There are 275 structures and 3000 root words for teaching within a period of 5 to 7 years.

- The exponent of Bilingual method was C.J. Dodson. Dodson prescribed eight steps to be followed during the use of this method. In this method the teacher is allowed to use mother tongue, but not the students. This method is recommended for a certain period of time in the early grades.

- The Audio-lingual method has similarly with structural-Oral situational (SOS) approach. Dialogue practice and use of dialogue cards in pairs help the learners develop oral skill.

- Silent way is a method of recent origin advocated by Caleb Gattegno. He used two important teaching aids like fidel chart and the cursive rods. The teacher speaks little but the students learn through peer interaction and co-operation. The language is learnt in a fear-free environment.

- George Lozanov, a Bulgarian doctor was the exponent of Suggestopaedia. According to Lozanov suggestopaedia is a suggestion to overcome the mental barriers of learning. Opportunities should be provided to each and every learner so that he /she can explore the innate process of the mind.

- Total Physical Response (TPR) is a method that involves the students in the activities like listen and do, listen and say, listen and draw /colour, listen and arrange. It was advocated by Asher in 1977. Physical movements accompany listening and speaking and other productive skills come later.

- Communicative Language Teaching (CLT) is the latest approach which has been proved useful in teaching-learning English. Language is presented in the form of connected sentences. Errors are tolerated as an inevitable part of the language learning process.

- Lesson planning for each SGP is based on three stages viz - Pre-reading, while reading and post-reading with specific learning activities such as listening and speaking, reading comprehension, vocabulary and usage and writing.

- Lesson planning on composition like essay and letter develops in the students ability to express their thoughts in own composition.

- There has been a great difference between the assessment done before and now. Assessment of scholastic areas are treated at par with co-scholastic areas. Now assessment is accepted in forms of tests only; the latest concepts like Assessment of learning, Assessment as learning and assessment in learning are in use.

10.7 Answer to Self-Check Exercises :

S.C.E. - 1 (a) (i) True (ii) True (iii) False (iv) True (v) True (vi) True (vii) False (viii) False (ix) True (x) False.

S.C.E. - 2 (a) iii, b) ii, c) iii, d) i

S.C.E. - 3 Q.1-(d), Q2. (d), Q3(d), Q4 (c)

10.8 - Unit End Exercise :

1. Make a comparative analysis of Translation method and Direct method of teaching-learning English.

2. How is 'method-mix' useful for the teachers of English ?

3. Why are the pre-reading activities essential in transaction of a text ?

4. What are the objectives of a composition lesson ?

5. Write a note on continuous and comprehensive evaluation in English language.

10.9 - References for further reading

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