

**CURRICULAR MATERIAL
FOR
DIPLOMA IN ELEMENTARY EDUCATION (D.El.Ed.) COURSE
IN DIETS OF
ARUNACHAL PRADESH**

Course Code: 03

**PEDAGOGY OF
ENGLISH AT PRIMARY LEVEL AND
EARLY LITERACY**



**STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
GOVT. OF ARUNACHAL PRADESH
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The curricular material has been developed keeping in view the learning needs of the D.El.Ed Course trainees as per the current PSTE curriculum. While developing the material authentic textual/reference materials from various sources have been referred. As far as possible the content of the materials have been presented in an objective manner. The ideas and opinions as presented in the content of the materials are entirely of the developer of the material.

FOREWORD

The Diploma in Elementary Education (D.El.Ed.) curriculum for 2 year PSTE course of the DIETs in Arunachal Pradesh was revised and updated as an exercise deemed necessary in the context of National Curriculum framework-2005 and enforcement of Right to Education (RTE) Act-2009. The curriculum was revised on the basis of recommendations of the National Council for Teacher Education, National Curriculum Framework for Teacher Education (NCFTE) and the guidelines of Bordia Committee Report entitled “Implementation of RTE, Act and Resultant Revamp of SSA” (2010). Since 2013-14 the revised D.El.Ed Curriculum is being implemented in all the eleven DIETs of the state. However, in view of change in the structure and content of the revised curriculum, there has arisen a pressing need for content specific and contextualized curricular materials which could be handy for both teacher educators and student teachers of the DIETs in the state. Further Justice Verma Commission Report on Teacher Education-2012, constituted by the Hon’ble Supreme Court of India observed, “our prospective teachers are educated through substandard readymade materials available in the form of ‘guides’ which are conceptually confusing and regressive in perspectives”. Hence, the commission strongly recommended for development of learner friendly curricular materials for different types of teacher education courses.

The D.El.Ed curricular material has been developed in workshop situation with participation of Resource Persons from Department of Education, Rajiv Gandhi University, Itanagar and faculty members of SCERT and DIETs of the state.

I am immensely grateful to the Joint Director, SCERT, Mr. Gania Leij for his guidance, Professor Jaydev Sahu, Dept. Of Education, Rajiv Gandhi University, Itanagar for his academic support, members of SCERT Academic Team, Assistant Directors, Shri G.C.Baral, Sri S.Pradhan and Sri V.R.Sharma for supervision and finalisation of curricular materials. I am specifically thankful to the author on **Pedagogy of English at Primary Level and Early Literacy Course Code-03, Sri Ashutosh Kumar Lecturer, DIET Seppa** for his efforts in writing the texts of the course materials as per the need of the syllabus.

Lastly, it is hoped that the curricular materials will be highly useful as reference materials for the teacher educators and student teachers of the DIETs of the Arunachal Pradesh.

Moto Nyori,
Joint Director SCERT, Itanagar

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Ashutosh Kumar

Introduction

This curricular material in your hand may serve as a good handbook to teach the pupils at the primary stage in order to develop their skills to use English language in a much better way if you go through it sincerely and honestly as it is based on the curriculum of Diploma in Elementary Education (D.El.Ed.) Course in DIETs of Arunachal Pradesh.

Language teaching programmes depend on various factors which are in turn constituted of various components. The focal point in such a programme is the classroom because, this is where the contact between the teacher, the learner and the material occurs, the other components being the policy, approach, syllabus and materials. Policy refers to the underlying rationale for providing a course of language teaching. The rationale may derive from a natural language policy regarding the roles that English is to play in the community or from an educational policy regarding the aims of the school curriculum.

This curricular material has been prepared with real classroom situations in mind and the practical problems that a teacher of English faces today. Every problem has been looked at with this perspective in mind and practical suggestions have been made. Any suggestion for the improvement of the book, from practicing teachers, teacher trainers or trainees will always be welcome.

CONTENTS	Page
<hr/>	
Foreword	i
Acknowledgement	ii
Introduction	iii
Unit 1: Introduction to Language	1-4
<ul style="list-style-type: none"> - Nature and characteristic of Language - Language Acquisition and Language Learning - Relationship of Language and Society - Introduction to four Language skills - Objectives of teaching English at primary stage 	
Unit 2: Teaching of basic Language skills	5-26
<ul style="list-style-type: none"> - Listening and speaking skills - Listening with comprehension in different situations (Familiar texts) - Sound Systems of Language (vowels and consonants) - Verbal directions and responses - Activities : <ul style="list-style-type: none"> i. Pronunciations drills ii. Organizing listening and speaking activities – rhymes, songs, storytelling, role play, recitation etc. iii. Assessment of listening and speaking skill 	
(A) Reading skill	
<ul style="list-style-type: none"> - Alphabet and word Recognition - Silent reading and Loud reading with comprehension - Supervision of a reading class at primary stage - Assessment of reading skill at primary stage - Activities <ul style="list-style-type: none"> i) Creating environment for reading ii) Reading different types of stories, poems, instructions, jokes etc. iii) Practice in loud reading and silent reading 	
(B) Writing skill	
<ul style="list-style-type: none"> - Strokes, Curves and script of language - Writing words, simple sentences and short paragraphs - Substitution Table - Guided writing - Mechanics of writing (handwriting, cursive and print script, punctuation) - Activities <ul style="list-style-type: none"> i) Dictation ii) Cloze exercise / controlled writing practice iii) Writing, paragraphs on familiar topics 	

- iv) Handwriting practice
- v) Writing, words and sentences with picture clues
- vi) Tracing and colouring alphabets and words

Unit 3: Teaching Different Texts

27-34

(A) Prose

- Objectives of teaching prose at Primary level
- Components of prose text
- Procedures of teaching a prose lesson

(B) Poetry

- Objectives of teaching poetry at Primary level
- Procedures of teaching poetry at Primary level
- Differences in aims and objectives of teaching prose and poetry
- Activities
 - i) Recitation with rhyme and rhythm
 - ii) Read and enjoy unfamiliar poems appropriate to the level.
 - iii) Textual vocabulary drills
 - iv) Question answer session for comprehension
 - v) Reading in small groups, understanding and discussion

Unit 4: Teaching of Grammar

35-55

- Parts of speech, phrases, Verbs, Tenses, Concord, Clauses, Connectors, Non-finites, Voices, Narration, Kinds of sentences
- Activities;
 - i) Identification of parts of speech
 - ii) Phrase construction practices
 - iii) Transformation of sentences

Unit 5: Evaluation

56-60

- Concept of evaluation
- Tools and techniques of language evaluation
- Continuous and Comprehensive Evaluation
- Preparation of student's portfolio
- Maintaining anecdotal records of students
- Observation of student's performance/behavior in class

Unit 6: Lesson Plan

61-71

- Meaning and importance of lesson plan
- Salient features of lesson plan
- Steps in developing a lesson plan
- Developing a language lesson plan
- Activities
 - i) Identification of teaching points in classrooms
 - ii) Preparing a complete lesson plan

References

72

Unit 1: Introduction to language

Course Outlines

- 1.1 Nature and characteristics of language
- 1.2 Language Acquisition and Language Learning
- 1.3 Relationship of Language and Society
- 1.4 Introduction to four Language skills
- 1.5 Objectives of teaching English at primary stage

1. Introduction to Language

Language is an essential part of human life. The word 'language' seems to have been derived from the Latin word *Lingua* which means 'tongue'. It is a specific form of speech that evolved over a period of time. Language undergoes a continuous change.

O.Jespersen defines language as, "A set of human habits, the purpose of which is to give expression to thought and feelings."

1.1. Nature and characteristics of Language

Language is the divine gift of God only to the man. It is not a natural phenomenon; it is a creation of man's social needs. Language is a means of communicating thoughts and feelings to others. The purpose of language teaching is to facilitate language learning. Following are the nature and characteristics of language:-

1. **Language is learnt** – Learning of language is not an automatic process. It requires efforts. The child has to learn it over a long period of time. He does it by imitation. Gradually the child learns the words and grammatical constructions.
2. **Language is system**- The system of a language functions through sounds, words and structures. In the functioning of human body, different organs are of equal importance. Similar is the function of various aspects of a language.
3. **Language is a system of symbols**_ Language is a system of symbols, and every word, phrase or sentence represents some object or idea. Language functions effectively when the symbols used are known to both the speaker and the listener, the writer and the reader. Symbols have sounds and meanings.
4. **Symbols of Language are vocal**- The word language is derived from the Latin word 'Lingua' which is produced with the tongue. Therefore, in the beginning language is a speech. In language, the sounds are produced through vocal organs.
5. **Language is Unique**- Each language is unique because it has its own style of functioning. The sounds, vocabulary and structures of every language have their own speciality.
6. **Language is Productive or creative**_ This means that with language we can understand and produce any number of sentences which we might have never heard before.
7. **Language is arbitrary**_ The relation between a word and its meaning is a matter of convention. There is no connection between the sounds we use and the objects for

which these sounds stand.

8. **Language is a social phenomenon**:- It is a means of communication between individuals. It also brings them into contact with their environment. It is a skill that we acquire as we grow with the society.

1.2 Language Acquisition and Language learning

Language Acquisition

Language acquisition is a natural and active process of assimilation which involves intuition and sub-conscious learning. Here the learner is an active participant as he learns through interaction with people.

Features of Language Acquisition

The process of language acquisition is much like the process by which a child learns or acquires his or her mother tongue.

In language acquisition the learner learns the functional skills of the language without theoretical knowledge.

It produces practical and functional ability on the spoken language and develops familiarity with the characteristics of phonetic language, its structure and vocabulary.

It is responsible for understanding the oral ability of creative communication, and the identification of cultural values.

In language acquisition the emphasis is on the text of the communication and not on the form.

Example of language acquisition: When people shift to different parts of the country or of the world either temporarily or permanently, they gain fluency in the language of that region or country. They can easily converse in the language but they hardly have any knowledge of the language. They are unaware of the phonology, the tenses, modal verbs, phrasal verbs etc. but they use them with the help of intuition.

Language learning

Language learning is a conscious knowledge of a language and its rules. It is both forming habits and also utilizing the student's innate capacity for language as a rule governed creative activity.

The Features of language learning

Learning of a language is related to the traditional approach of teaching language.

It is the theoretical learning of a language.

Much attention is given to the written form of the language.

Goal of language learning is to understand the structure and rules of the language through the application of intellect and logical deductive reasoning.

The shape or form of the language is more important than communication.

The processes of the teaching or learning of a language is determined by a technical procedure and follows a preset syllabus.

Learning involves studying of the theory without only practice.

Language learning is not spontaneous.
It involves passive participation of the learner.
Learning is gradual and cumulative.

1.3 Relationship of Language and society.

Ben Johnson says, "Speech is the instrument of society." Only through language we can pass on our ideas to others. Without language, we shall not be able to express ourselves. That way whatever is in our minds will remain with us. If we use the language correctly only then will our ideas be communicated to others accurately. So it becomes essential on the part of a person that he/she should have a right type of pronunciation.

Each language is the product of society. We cannot think of any language existing in a vacuum. Human language is transmitted from one individual to another not by physical inheritance but by learning. It has meaning only in relation to a particular culture and society. This is so because cultures are different. Language changes its shape and model according to the needs of the people in a particular society. In this regard, G.C. Fries says. "The only basis for correctness in a language is the usage of its native speakers."

Language develops in a cultural context and therefore, meets the needs of the society (culture) in which it develops.

It may be useful to point out that standard British English (R.P) and standard American English differ both in spellings and pronunciation, yet each one is correct in its own culture but not in the other.

Language is the foremost requirement of man. Language plays a very significant role in human life. The truth is that human life has been made better by the use of language. It is a means of communication. Our emotions, desires, feelings and other human qualities are communicated with the help of language. Without language the human life would have been quite different. Human language symbolises thoughts in sounds or groups of sounds that are used to signify concepts with which the sounds themselves have no immediate connection. That is man alone, has developed this capacity to use a complex system of symbols to communicate. Sharing of ideas in a society is called communication. For communication language is the first requirement. Without proper and appropriate language the communication may not be meaningful. Communication can be in written form and in oral form. The print media, e.g. newspaper, magazine text books and general books is communicating information in the written form. The T.V., computer, internet, movies, documentaries and radio are providing information orally and visually.

Literature is the mirror of the society. Any advancement of a society is basically its language development.

1.4 Introduction to four language skills.

Language involves four basic skills, i.e. listening, speaking, reading and writing. Learning to speak a language is always the first step in learning reading and writing. Listening and speaking are intimately related to each other. Though listening is a recognition skill and speaking is the production skill, both the skills are interdependent.

Language exists first in its spoken form. It can be learnt primarily through speech. The ability to understand spoken English is needed in ordinary conversation, listening to lectures, speech, talks, running commentaries and news bulletins etc.

Learning of a language is a skill subject. Every skill requires a lot of practice. In the teaching Learning of English the main four skills are: listening, speaking reading and writing. None of the skill is acquired automatically. One needs to practice. Language learning is a habit formation process. One has to acquire new habits. Language learning is just like other skills as swimming, dancing and cooking. For all these constant practice is needed. All the four skills are equally important. A teacher must create a natural environment for learning all these skills.

Listening & Reading are passive or receptive skills while speaking and writing are productive or active skills. It is easy to pick up receptive skills than the productive ones. These aims may also be described as reception and expression techniques. Reception means understanding spoken and written matter in language like English while expression stands for speaking and writing a language.

1.5 Objectives of teaching English at Primary Stage.

1. Make simple statements through English. He/she should be able to form short, simple sentences to express himself through speech and writing.
2. She / He should be able to speak well with proper stress and intonation.
3. Write English legibly and coherently using proper punctuation and capitals where necessary and with correct spellings.
4. Respond to short, conversational questions.
5. Acquire reading ability.
6. Acquire simple vocabulary for day to day communication.
7. Understand English when spoken.
8. Use English when she/he has to respond to calls, requests, greetings etc.

Unit-2: Teaching of Basic Language Skills

Course Outlines

- 2.1 Listening and speaking skill
- 2.2 Listening with comprehension in different situations(Familiar text)
- 2.3 Sound Systems of language(vowels and consonants)
- 2.4 Verbal directions and responses

2. Teaching of basic language skills

Language involves four basic skills, i.e., listening, speaking, reading and writing. Learning to speak a language is always the first step in learning reading and writing. Listening is the basis of language learning, other skills are equally important. Knowing the meaning and rules of language is not enough. A teacher must create a natural environment for learning all these skills.

2.1 Listening and Speaking Skill.

Listening and speaking are two skills which go together. In a communication activity both these skills play a vital role if the communication is orally done. Communication is a two way process involving a speaker and a listener. Regarding the roles of the speaker and listener, in the process of communication, both of them can either be an initiator or a responder. Hence, speaking is 'articulating' and listening is 'responding and discriminating'. In the classroom to develop these two skills a lot of activities that would promote classroom interaction between the teacher and pupil, pupil and pupil, teacher and a group of people, a pupil and a group etc. must be thought of and planned by the teacher.

Speech comprehension or listening is an active, knowledge guided process. Stored knowledge is necessary for segmentation of utterance and for interpretation of utterances. This implies that listening is a process, which involves perceiving that there is a systematic message, in a continuous stream of sound and then apprehending and identifying within this stream bounded elements the listener has never heard in exactly this form before, each segment having a distinctive structure and combining with other segments.

Listening is a creative process. The speaker has a meaning to convey that is expressed in a certain arrangement of words uttered with rise and fall of the voice. What the listener understands the meaning to be, is influenced by some other factors. This processing of incoming information takes place during the pauses in speech. This means, the speech is comprehensible if the pauses are slightly lengthened. The students should learn to use the pauses in natural speech to gain processing time

Hearing and listening

Hearing is involuntary in nature. Different kinds of sounds come to our ears. We do not

pay heed to them. If a teacher is describing things and pupils do not understand them, it is hearing. Only hearing various words and sentences without understanding cannot be a listening.

The term 'listening' is used to refer to the ability to understand how a particular sentence relates to what else has been said and its function in the communication.

The following are the sub-skills of listening:-

1. Discriminating sounds in isolate word forms.
2. Discriminating sounds in connected speech.
3. Discriminating stress patterns within words.
4. Recognizing variation in stress in connected speech.
5. Understanding intonation patterns

Speaking

Learning to speak a language is always the shortest road to read and write it. Speech skills have two major components:

- (a) Motor perception skill. The learners practice the sounds of the language (phonology), vocabulary (lexis) and grammar (syntax) without the basis of content and situation.
- (b) Interaction skill. The second major component of speaking skill is interaction skill. As the learner progresses through various listening-speaking context, she/he begins to reach a level where the foreign language is merged as if it were the situation and the learner begins to think in the language.

How to promote speaking skills

- Dialogues – Making the learners converse with each other by exposing them to a few model dialogues. Dialogues must focus on communication.
 - Greeting friends, superiors, and strangers.
 - Introducing self and others.
 - Asking for or giving information.
 - Asking for things in shops, counters and restaurants.
- Describing things, persons or places

The following are the **sub-skills** of speaking.

1. Articulating sounds in isolate forms.
2. Articulating sounds in connected speech.
3. Articulating stress patterns within words.
4. Manipulating variation in stress in connected speech.
5. Producing intonation patterns.

2.2 Listening with comprehension in different situations (Familiar Texts)

It is becoming more and more necessary to understand spoken English in many situations, e.g. face to face conversations, telephone calls, business meetings, lectures, speeches, television, etc. Among the four skills, foreign language learners often complain that listening is the most difficult to acquire. The main reasons for this may be cited as follows:

- Lack of listening input;
- Lack of teaching materials;
- Lack of equipment;
- Lack of training in how to use the equipment;
- Listening is not included in many important tests;
- Lack of real life situations where language learners need to understand spoken English.

Three stages of teaching listening

- Pre-listening activities
- While-listening activities
- Post-listening activities

Pre-listening activities

- Predicting: There are many activities that can be used to encourage students to predict the content of what they are about to hear. The teacher can ask questions after showing them the pictures related to the content. Pre-listening task should not take much time. The purpose of pre-listening activities is to motivate and activate the students.

While-listening activities

- The while-listening stage is the most difficult for the teacher to control, because this is where the students need to pay attention process the information actively. Most of the time, it is helpful to provide a task for the students to do something while they are listening.

Post-listening activities

- The post-listening stage is where the teacher can determine how well the students have understood what they listened to. One important thing to keep in mind is whether we are testing the students' listening comprehension or their memory. The teacher should integrate listening tasks with speaking and writing.

Exposure to variety of structures and sound is the first step to develop listening.

Oral work is the basis of good learning of the language. If a teacher develops the oral habit in students, reading and writing practice will come automatically and easily to the students.

Following are the different ways of developing listening with comprehension:

1. **Reproduction exercise:** - The teacher produces a sound, word and sentence and asks the students to reproduce the same first sound in group then individually.

2. **Asking question:** - Teacher asks the question and students answer. This way their listening and speaking skill is developed.

3. **Role play:** - The teacher may ask some students to play the role of somebody e.g. a painter, a doctor, an officer etc.

4. By performing actions: - The teacher performs actions and speaks, and students are asked to observe and speak and perform accordingly.

5. By giving an outline of a story: - The teacher gives an outline of a story and the students are asked to think and then speak a few sentences about it. This gives the whole class a lot of listening and speaking practice.

Types of listening activities

1. Drills and exercises. Language games (guessing games)
2. Informal talks.
3. Narrations-story telling, actions songs, rhymes, instructions etc.
4. Role play
5. Communications games
6. Dialogues for speech models

2.3 Sound systems of language (Vowels and Consonants)

English language like any other language has special phonological systems comprising of vowels, diphthongs and consonants which are used in speech.

We follow British English called R.P. English. R.P. means Received Pronunciation which is a standard model used for teaching pronunciation. There are 26 letters and 44 sounds. There is a symbol for each sound. These symbols have been given by 'International Phonetic Association' (IPA). English sounds can be divided into (a) Vowel sounds and (b) Consonant sounds.

(a) Vowels Sounds:-

Vowels may be defined as voiced sounds in the production of which there is no obstruction, partial or complete of the air passage. It means when there is no closure of air passage by various speech organs, partial or complete, the result will be a vowel sound.

There are 20 vowel sounds of which twelve are cardinal vowels (pure vowels) and eight are diphthongs (vowel glides).

PURE VOWELS (12)

Sl. No.	Phonetic symbol	Word	Transcription
1	i:	see	si:
2	i	sit, bit, it	sit, bit, it
3	e	get	get
4	æ	can	cæn
5	a:	ask	a:sk
6	ʌ	was, what	wʌz, wʌt
7	ɔ:	All	ɔ:l
8	u	put, good	put, gud
9	u:	food, boot	fu:d, bu:t
10	ʌ	but	bʌt
11	ɔ:	work, heard	Wɜ:k, hɜ:d
12	ɒ	ago, about	ə'gəʊ, ə'baʊt

Diphthongs (8)

It is a combination of two vowel sounds pronounced as a single syllable. It is a glide from one vowel to another. Diphthongs are also called impure vowel sounds because they do not have the purity of one sound only.

Sl. No.	Phonetic symbol	Word	Transcription
1	eɪ	cake, came	keɪk, keɪm
2	oʊ	hope, no	hoʊp, noʊ
3	aɪ	high, cry	haɪ, kraɪ
4	aʊ	house, hour	haʊs, aʊr
5	ɔɪ	toy, voice	tɔɪ, vɔɪs
6	ɪə	here, clear	hɪə, klɪə
7	ʊə	there, care	dʊə, keə
8	ʊə	tour, poor	tuə, puə

Consonant Sounds

English has 24 consonant sounds in all.

Sl. No.	Phonetic symbol	Word	Transcription
1	p	put, pen	put, pen
2	b	but, boy	bʌt, bɔɪ
3	t	tea	ti:
4	d	day	deɪ
5	k	come	kʌm
6	g	go	gəʊ
7	f	foot	fʊt
8	v	voice	voɪs
9	θ	thin	θɪn
10	ð	then	ðen
11	s	sit	sɪt
12	z	zeal	zi:l
13	ʃ	shut, ship	ʃʌt, ʃɪp
14	ʒ	measure, pleasure	meʒə, pleʒə
15	tʃ	choose, match	tʃu:z, mætʃ
16	dʒ	jug, jump	dʒʌg, dʒʌmp
17	m	make	meɪk
18	n	no, nut	nəʊ, nʌt
19	ŋ	sing, king	sɪŋ, kɪŋ
20	l	last, lake	lɑ:st, leɪk
21	r	red, rate	red, reɪt
22	h	hen	hen
23	w	wine	weɪn
24	j	yard	jɑ:d

Articulation: Articulation means making of speech sounds. The tongue is the chief

articulating organ in most of the speech sounds, particularly the consonants. By giving the tongue different shapes, by raising or lowering different parts of it, we can modify the air passage and thus produce many different sounds.

The understanding of sound system becomes easier if we know about various speech organs. They are divided into three groups:

- (a) The respiratory system
- (b) The phonetary system
- (c) The articulatory system

The organs of speech: In order to understand how speech sounds are made, it is essential to know first the various speech organs. We cannot speak unless air passes through the throat and mouth or nose. A certain amount of air is used even in whispering. The first of the speech organs to be mentioned, therefore, is the breathing apparatus. The lungs act as bellows, forcing the air through the throat, ready for the action of the other organs of speech upon it. The air is drawn in and forced out through the tube known as the windpipe. Various speech organs are as follows:-

- (1) Tongue (2) Epiglottis (3) Food passage (4) Hard palate (5) Lips (6) pharynx (7) Soft palate (8) Teeth (9) Teeth ridge (10) Uvula / ju:vjula (11) Vocal cords (12) Windpipe

2.4 Verbal Direction And Responses:

To give instructions orally is called verbal direction and the reactions of the learners after listening to the direction is called responses. In the initial stage of language learning, the learners are unable to speak or they hesitate in speaking the language which is completely foreign to them, but they understand the direction by the gestures and postures of the speaker and try to respond to them. The teacher should take advantage of their urge of responding. Language learning is not only done in the classroom but also on the verandah, in the playground, in the library, in the morning assembly everywhere, whenever the situation permits. The learners will be fluent enough if they use English inside and outside the classroom.

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

First of all, the teachers should tell the learners the name of the objects. Parts of the body come beforehand in this regard. The teacher may ask a student to come on the platform and ask questions. The teacher should be satisfied with one word answer.

E.g. Teacher: What is this ?Student : Hand .

In the next stage, the learner should be taught to answer in full sentences. The name of other objects may also be included.

E.g. Teacher : What is that ?Student : That is a door.

In the next stage, the teacher should tell them how to make requests and respond to commands. The learner should also be taught to say: 'good morning', 'good noon'. 'good night' according to the time of the day. 'Thanks', 'welcome', 'sorry' etc. are the formulas to be taught to use.

Different types of instructions should be given always in English. The learners should be motivated to respond to those instructions. While giving instructions, proper gesture and posture should be given so that the learners may understand their meaning and they may follow them. Instructions or directions should never be translated into mother tongue or local dialect. Let the learners understand the meaning by themselves attending to gestures and postures. The teacher should direct pupils to do something or he should ask some questions to seek their responses. He should notice their reactions. He should direct them verbally and encourage them to respond. E.g. Don't go fast. Go to the blackboard. Write your name on the chalkboard, etc.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

2(A) Reading skill

- Alphabet and word recognition
- Silent reading and Loud reading with comprehension
- Supervision of a reading class at primary stage
- Assessment of reading skill at primary stage

2(A) Reading skill

A meaningful interpretation of words and sentences is known as reading .

Reading is the total understanding of a message or a message in a text.

The overall aim of teaching reading is to enable the child to read with comprehension and enjoy reading various kinds of instructional materials.

2A.1 Alphabet and word Recognition

Alphabet and word recognition is an important sub-skill of reading. It refers to learner's ability to identify or predict alphabet or word in the text. The students, while interacting with text become familiar with the shape and sound of alphabet and words. Following are the methods to recognize alphabets and words:

Alphabetic method- It is also called ABC method and Spelling method. It is used both in the western and eastern countries. It was first invented by Greeks and Romans.

Procedure – The following steps are undertaken in teaching the students by this method :-

- (i) Teaching the students the name of letters in alphabetic order.
- (ii) Teaching ABC XYZ until they are learnt by heart.

Advantage of this Method

- (i) It provides enough opportunity to the students for seeing the words correctly written.
- (ii) It enables the child to learn correct spelling.
- (iii) It enables the child to build up essential, visual images of the words.

Disadvantage of this Method

- (i) It is difficult and lengthy method.
 - (ii) It is dull and monotonous.
 - (iii) It is unpleasant.
 - (iv) Emphasis is on the spelling not on the meaning.
 - (v) Too much emphasis is on rote learning.
- It is an old method of teaching reading. Here the unit of teaching is a letter. Later the students learn words by combining the alphabets. It is economical and helps the learners in learning spellings but on the other hand it is dull and boring.

Word method: It is also called 'See and Say Method' or 'Look and Say Method'. In this method the unit of teaching is a word. Learners are shown the actual objects, pictures and charts, they say what they see.

As it is interesting and psychologically sound and a very popular one, but it is impossible to teach everything through picture. Moreover, it will be a costly affair to teach like this in an Indian atmosphere.

Procedure – In this method the whole word is given for reading to the student right from the beginning. Words are presented with the help of audio visual aids i.e. the teacher can use the picture of a 'cat' where the word 'cat' is written under it. After showing the picture of the cat to the students the teacher asks the students to look at it. The teacher say 'cat' and writes the word 'cat' on the chalkboard. Here the students are taught to read at sight by associating the word with the accompanying picture. The word is associated with the picture.

In the next step the teacher asks the students to repeat the word many times so that the word can be learnt by heart. They can do it by looking at the picture and the chalkboard.

Then sentences are introduced by combining many words. Finally practice in reading is done by reading the textbooks.

Advantage of this method

- (1) It is a direct method and has all the advantages of a direct method.
- (2) It is a natural method.
- (3) It is an easy method.
- (4) It is based on the following rules-
 - (a) Proceed from simple to complex
 - (b) proceed from known to unknown
 - (c) Proceed from concrete to abstract

Disadvantages

- (1) It ignores spellings.
- (2) It increases the bad habit of reading one word at a time.
- (3) We cannot teach all the words by using pictures.
- (4) Too much repetition of the word strains the memory of the child.

2A.2 Silent Reading and Loud Reading with Comprehension

It is difficult to ask students to read an unseen text with no preparation. A teacher will have to be prepared with the text which involves:

1. Introduction
2. Pre-question
3. Vocabulary

In the introduction you can give a brief introduction to the context of the text. If the text is in dialogue form, you mention the situation in which the dialogue takes place, the number of speakers, and if necessary, something about their relationship. If the text is a chapter of a continuous story, ask the class or individual student to recapitulate the story so far.

Pre-questions

These are comprehension questions asked before the students read the text. These help them understand the text by focusing attention on key words and ideas. Two or three pre-questions are enough.

Vocabulary

There is now a practice to pre-teach certain new words which occur in the text. This can be helpful particularly if one or two words which are known to be new occur frequently in the text.

Reading with comprehension means that the students are able to relate to things as and when they read. They connect their reading to the physical world in which they live with whatever they have been taught in the classroom. They form opinions and re-defined concepts making inferences and drawing conclusions sometimes wrong too. Continuous and constant guidance from the teacher helps the student to make inferences as they advance from one grade to another. Year after year, they begin to find information from a given text. The student has to learn how to read whatever be the level. He begins to make inferences and draw conclusions.

From stories and biographies of great men and women he understands that it is important to be a man of character. The pictures and illustrations in the books that he is reading make it easy for him to infer. He finds a co-relation between himself and what he is reading. While reading he associates it with his own life experiences. Reading provides enough opportunities to the young minds to see things in new light and take various stands.

Silent Reading: Silent reading means reading something without producing sounds, audible to others. In this type of reading, the learner of language reads everything quietly. He is not supposed to move his /her lips even. This kind of reading is not meant for junior level but highly commended for senior level.

The words and phrases having been explained, the pupils try to grasp their use in the context of the passage silently. They are given sufficient time for understanding.

Handschin states, "Silent reading inculcates love for reading and is pleasurable and it gives the pupils a feeling of power and achievement"

The chief aim of silent reading is the absorption of the idea in the passage. Another aim is to develop the ability to read with speed.

Loud Reading: Loud reading means reading a book by producing sounds audible to others. This type of reading is useful for beginners. Possibility of committing errors is reduced. But it is not suitable for higher classes.

Pronunciation can be improved. But to quote Frisby is noticeable, "The danger of too much reading aloud as a method of teaching reading is that it may lead to the short circuiting of meaning whereby the written word does not convey meaning but becomes merely a symbol for a collection of sounds, and is translated straight in sounds."

Moreover reading aloud prevents the students from learning to understand the meaning of a sentence even when he may not know one word in the sentence. It prevents him from doing this because he is forced to struggle with the word in order to read the sentences aloud. On the other hand, silent reading encourages them to work for understanding rather than completing the passage.

Reading aloud is a very effective means of teaching and improving the **sub-skills** of pronunciation, enunciation, intonation and reading with expression. Reading with expression refers to the ability of the teacher to convey to his class by an adequacy of speed, pitch of voice, relaxation in utterance, the variety of mood and feeling and subtlety of meaning of the passage so that the class may be more sensitive to the words in the passage.

2A.3 Supervision of a reading class at primary stage

In the reading process, the teacher has to play a vital role. He has to be very cautious. He should perform the following functions.

1. See the learners read with confidence and without hesitation.
2. Ensure correct and clear pronunciation of words and sentences.
3. See that the learners read in appropriate tone and voice with proper stress and pauses.
4. Learners should read at a reasonable speed.
5. The pitch and volume of the voice should be related to the number of the listeners and their distance from the person who reads.
6. The voice and tone should be suitable to the content of the material read.

7. The learner should pause at appropriate places.
8. The learner should read with appropriate gestures, action and correct posture.
9. The learner should make a practice of reading the new vocabulary items again and again in order to remember their pronunciation, meaning and spelling.
10. It is not advisable to interrupt when the learner is reading. Mistakes of pronunciation can be taken up after he finishes reading.
11. During silent reading the students should not be allowed to move either their fingers or their lips while reading.

2A.4 Assessment of Reading Skill at Primary stage

Reading skills can be assessed by:

- **Recitation assignment** : Here the teacher can check if the student pronounces the words correctly, whether he is aware of the grammatical features like punctuations, etc., whether the student stammers while reading, whether the words are pronounced clear and loud, whether the student is comfortable while reading, maintains eye contact with the teacher.
- **Explanatory assignment** : The teacher may assign tasks where the student is provided with some passage or text and the student has to explain it in his own words. It will help to assess if the students can correctly understand what they are reading and how clearly they have understood. This also helps in the assessment of speaking skills.
- **Comprehension** : In this method the students are provided with a text or passage and they have to answer a few questions with reference to the text. This will show how well the students have understood what they have read. This will also help in assessing the writing skills.
- **Precis'** : The student may also be asked to rewrite a passage within a limited number of words. This will enable the assessment of both reading and writing skills.
- **Post-Listening activity**: Here the students might be asked to share their views and experiences relating to the topics read in the classroom or to relate another issue with the topic studied.

2B. Writing skill

- Strokes, curves and script of language
- Writing words, simple sentences and short paragraphs
- Substitution Table
- Guided writing
- Mechanics of writing(handwriting, cursive and print script, punctuation)

2B. writing skill

Writing is written talk. It means making symbols of certain definite shapes representing spoken sounds. It is writing which makes a child gain full and final control and command over a language. The source of all knowledge is found out from the written form of a

language. It is therefore of maximum importance and is to be taught and learnt properly.

It has been remarked that writing is the most difficult of the language abilities to acquire. It is a skill in which we produce a sequence of sentences arranged in a particular order and linked together in certain ways. It is a productive skill which involves manipulating, structuring and communicating. The **sub skills** of writing are;

1. Manipulating the script of a language
 - (i) forming the shapes of letters
 - (ii) using the spelling system
 - (iii) using punctuation
2. Expressing information
3. Expressing relations writing a sentence and between parts of a text.

2B.1 Strokes, Curves and script of language

Stroke means single movement of a pen in the formation of alphabet.

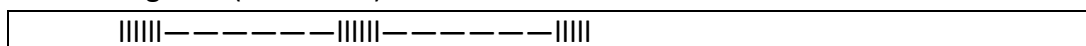
Curve is a line or outline which gradually bends.

It is a line of which no part is straight and which changes direction without angles.

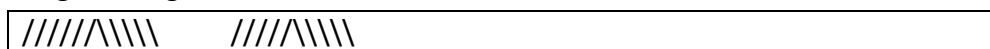
Following are the two stages of making strokes and curves.

Stage 1- Making of **strokes**

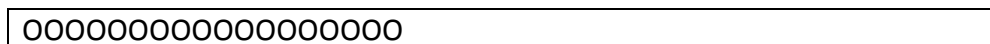
- (i) Joining dots (horizontal) and vertical



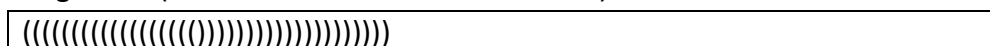
- (ii) Making slanting lines



- (iii) Making full **curves** (circle)



- (iv) Making **curve** (both clockwise and anticlockwise)



Stage 2 – (i) Formation of alphabet with **strokes**

A E H I K L M N T V W X Y Z

- (ii) Formation of alphabet with **strokes** and **curves**

B C D G J O P Q R S U

Script of language

English letters have their origin in Roman script. There are two kinds of scripts (a) Print script (b) Cursive script

Letters are also of two types: (i) capital letters (ii) small letters

The child learns small letters first and capital letters afterwards. Generally she/he learns letters in groups of four or five letters of similar shapes and not in their proper order.

Capital Group 1. Round letters based on circles

Eg. O C Q

Group 2. Letters formed by strokes e.g. A, I, L, E, F etc.

Group 3. Letters based on curves e.g. B D P R S U Y

Students should be asked to note b+d, p+q in print as also m+w, n+u etc. are sometimes confused. Letters may be practiced in pairs x+v, v+y, v+w, i+j etc. Capital letters of the similar type like E+F, H I L T C G O Q may be taken side by side.

2B.2 Writing words, simple sentence and short paragraphs

In helping students learn to write, we need to assist them to develop certain sub-skills. There are several activities and games that can help in this regard in the early stages. In order to develop writing skills among students we shall have to adopt certain teaching learning strategies.

Learning to write

In the development of writing skills, the primary stage goes basically through two phases:

1. Development of ability and skill in the mechanical aspects of writing such as in:
 - (a) Form and appearance
 - (b) Hand writing
 - (c) Spelling, and
 - (d) Punctuation and Capitalization
2. Development of skills to communicate in writing according to the need of the situation in grammatically correct language and in an explicit, coherent and logical manner.

If we have to develop to write simple words and simple sentences for class I, we should train them to master the different strokes as all letter figures are combinations of such strokes.

Now we should analyse the alphabets of the language in terms of shape, simplicity and complexity and on that basis develop an order of teaching them.

Now the teacher should give a demonstration on the blackboard showing them how the letter is formed. For this the teacher may adopt the following strategy:

Stage 1

- (a) Draw lines on the board, then write the letter (say "m") large enough for everyone to see.
- (b) Tell the learners the sound for the letter and give some words in which the letter comes and ask them to repeat the name and sound of the letter.
- (c) Show how to form the letter. Write it two or three times and describe the direction this way: look, it starts here, then down, back up again, then round and down. See that it stands on the line.
- (d) The learners copy the letter in their notebooks. Ask them to write it several times

(separately) along the line from left to right. Move around the class checking their work quickly. Initially students may be asked to draw the letter in the air. This will help them to feel the shape of the letter.

e) Insist on regular transcription work- Transcription on a model with bold lines first and dotted lines next. Which part of the letter should be confined to the middle line, which should go up and which should come down –check these aspects carefully.

f) Help them learn to form other letters, proceeding from the simple to complex formations.

Stage 2

Once the learners have learnt the formation of vowels and consonants, give them practice of joining one letter to the other or writing the conjunct letters and the matras (vowel symbols). It can be done in the same way as individual letters.

Draw the joined letters, conjunct letters and the letters with the matras several times and describe the shape by demonstrating the formation movements. Ask the learners to copy several times, you should move round the class for checking.

Stage 3

After the learners have acquired enough practice in writing consonants, vowels, matras and conjunct letters, you can now proceed to the writing of words increasing the level of difficulty. The simplest and most controlled form of practice is copying, as copying is a useful exercise where the focus is entirely on writing the words and producing words of their own. Techniques like the Following can make the task of copying interesting and challenging interesting and challenging.

- Write a word on the board or show it on a flash card.
- Spell the word.
- Ask the students to read it.
- Remove the word.
- Ask the students to write the word from memory.
- Go Round the class quickly and check, making sure that the students have joined the letters together.
- Repeat the procedure with other words, and
- As a cross check, ask the individual student to come and write the word on the blackboard.

In this way the learners will have to think what they are writing and they will have to think of the word as a whole and not just as a series of letters.

Another way to make copying more interesting is to write the names of fruits and vegetables, animal and birds on the blackboard and ask the students to write them under separate heads as shown below:

	Fruits	Vegetables
Grape, Orange Carrot, Potato Brinjal, Tomato Banana, Cabbage Mango, Pea	Orange	Potato

	Animals	Birds
Cow, Parrot Buffalo, Goat, sparrow, pigeon Hen, Elephant	Cow	Parrot

Stage-4

In order to evaluate the pupils' learning, the teacher may make use of dictation. Initially give dictation of words with simple letters. Then with matras and then words with conjunct letters. At a later stage sentences can be introduced where emphasis is given to spacing as well as to the uniform size of the letters. All elementary schools should give attention to spelling. When an attitude of concern for correct spelling has been developed, the children will make efforts to spell words correctly. The teacher should give pupils a spelling conscience. Spellings are more a matter of the eye than of the ear. The eye must get used to the details of a word and detect the mistake, if there is any.

Simple Sentences

The following are some of the important sentence patterns which must be taught at the early stage:-

1. Two part patterns
I/ Played. The little boy/went away.
2. Three part patterns
I/wrote/a book. The woman/tried to make/a wooden table.
3. Four part patterns
I/gave/him/a pen. Learning sentence patterns/will enable/young pupils/to make long sentences.
4. Patterns with 'There'
There are/three boys. There were/many pupils/in the ground.
5. Questions beginning with a helping verb.
Are you going there? Will you come tomorrow?
6. Questions beginning with an asking word
Where did you see him? How are you?

7. Commands or Requests

Run fast. Please give me your pen.

Of the 7 types of patterns mentioned above the three part patterns and patterns with 'there' occur very frequently.

Hence, every sentence has two parts-

- (1) The part which names the person or thing we are speaking about. This is called the Subject of the sentence.
- (2) The part which tells something about the subject. This is called the Predicate of the sentence.

The pupils should be given knowledge about them and made practice to write different type of sentences.

Short Paragraphs:-

In a paragraph students are expected to write a few sentences which would introduce the subject matter, then the supportive details, i.e., more ideas or information to be written and finally a few sentences must be written to conclude the paragraph. You can start paragraph writing by showing a picture to your students and asking them to write a paragraph on the picture. Students can be asked to write paragraphs on the places they have seen, parents, friends and the class teacher.

When we talk about developing students' ability for written composition, we essentially focus on their ability to write a paragraph at the early stage.

2B.3 Substitution Table

Substitution tables are very helpful in drilling structures. They are of two types. Foolproof or perfect substitution tables and non-foolproof or imperfect substitution tables. Foolproof substitution tables are those in which all the items of a column can be used with all the items in other columns. Here is an example of such a table:-

A and An

This That It	is	a	pen. book. table.
		an	egg. inkpot. apple.

Non-foolproof substitution tables are those in which all the items of a column cannot be used with all the items in other columns. Here is an example of such a table:

The boy	is washing	football.
The cow	is playing	a table.
The carpenter	is eating	grass.
The Washer man	is making	clothes.

Imperfect substitution tables are useful for testing only. We need perfect substitution tables for practice.

Uses of Substitution Tables:-

Substitution tables are the most effective way of drilling patterns. It is because they provide the learner with a lot of practice. Correct sentence construction is not a matter of analytical knowledge, but of simple habits. Habits come from practice and repetition.

F.G. French says that the substitution tables provide the simplest, quickest and most efficient method of work of the teaching of English at any level of instruction.

How to construct a substitution Table?

The teacher should bear in mind the following principles in the construction of a substitution table:-

1. The aim should be obvious.
2. The table should be framed to serve one aim.
3. It should be seen that every item in each column is usable with every item in every column.

Classroom Procedure:-

Since the value of the substitution Table lies in its use as a habit maker, the classroom method is a drill method. In the first place, the teacher must tell the pupils how many different sentence they can have from one table and how to frame sentences. Consider the following table:

S	V	IO	O
My father	brought	me	a book.
She	showed	Mohan	a picture.
The old Man	gave	us	mangoes.

From this table one can construct as many as $3 \times 3 \times 3 \times 3 = 81$ sentences.

The teacher should ask each pupil to read out a sentence from the table, carefully avoiding the sentences already made by other students. Thus each student has a chance to speak. The blackboard on which the table is written, may be reversed and students are asked to reproduce from memory.

Although the tables are primarily meant for oral work, yet the pupils may be asked to write out a few sentences out of them after they have practiced them orally.

2B.4 Guided Writing

Pupils at the early stage of language learning cannot write a free composition. Since they are yet getting confidence in speaking the new language, they cannot construct a few connected sentences independently. It is for this reason they should be given material for writing by the teacher. It is called guided or controlled writing.

The pupil's attempt during the first 3, 4 year should be confined to guided writing.

Adequate practice in these exercises will enable him to have sufficient command over structure and vocabulary items and thus pave the way for free composition.

Here are some of the exercises in guided writing that may be taken up at the early stage.

1. Constructions from structure tables.

It is	my your his her	pen. book. fan. apple. inkpot. egg.
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It is possible to have a number of paces of writing from the table. some examples are:-

1. It is my pen. 2. It is his fan. 3. It is your pen. 4. It is your book
5. It is her apple. 6. It is my apple.

In this type of writing, the pupil is not free to use any words outside those written in the table. Thus, both structures and vocabulary are guided. But he is free to choose any item from a variety of items. That way there is scope for variety. Although the structures remain the same, yet content words will differ from pupil to pupil.

2. Copying from the blackboard:- The teacher puts some questions to the pupils and develops a piece of composition with their help. The pupils copy this composition from the blackboard. One advantage of this exercise is that the pupils know the general layout, marks of punctuation etc. It is especially so when teaching the pupils to write applications of letters at the early stage.

3. Jumbled sentences:- A few jumbled sentences are written on the blackboard and the pupils are asked to arrange them in their proper order. Such an exercise enables the pupils to learn correct sentences as well as correct sequence of events.

4. Conversion Exercises:- The pupils are asked to do certain conversion exercises based on text books. They may be asked to change from positive to negative and vice versa, from present to past or future or vice versa, to change from first person to third person or vice versa and so on.

Example :- He is a boy, He is not a boy.
I go. I went.

5. Question Answer:- The teacher puts both verbal and written questions to the pupils. Most of the compositions at the school stage will be developed by putting appropriate questions to the pupils.

- 7. Filling blanks:-** The blanks may be one word blanks such as prepositions, pronouns, articles, linking words etc. or they may be longer blanks in which a few words at a time may have to be filled in. The best way to provide practice in this type of exercise is to write a paragraph on the blackboard. After the pupils have read this paragraph the teacher rubs off certain words. The pupils are asked to reproduce the paragraph orally. Then the teacher rubs off certain other words and so on. This rubbing off technique continues till very few words are left on the blackboard and pupils are able to reproduce the whole paragraph with their help. Such an exercise helps the pupils to learn a few connected sentences in their logical sequence.

7. Expansion: - After a composition has been developed with the involvement of the pupils, the teacher writes the outline on the blackboard. Now the pupils develop the composition with the help of this outline and write in their notebooks.

2B.5 Mechanics of writing (handwriting, cursive and print script, punctuation)

Teaching writing mechanics has three stages as follows;

- (i) Preparation for writing (ii) Learning to write (iii) Mastering a mature style of handwriting.

Handwriting

Handwriting is the principal tool of written expression. It is formed in school life. To develop a neat and legible handwriting, first of all the teacher should give attention to the way the learners sit, hold pencil or pen and keep the paper/ notebook on which they have to write. A good posture, correct holding of the pencil or pen and free and rhythmical arm and hand movements contribute significantly to a good handwriting.

Some of the characteristics of a good handwriting are:

1. Distinctiveness :- Each letter, even if joined by the curves, stands distinct from the neighbouring ones. It should not be mistaken for another letter.

2. Proper Spacing :- Each word is placed at a suitable distance from the others. Words kept too close are difficult to distinguish while those kept too far apart do not appear to make a sentence. Likewise, there should be proper and uniform space between the lines.

3. Proportion in size :- The sizes of the letters are moderate in proportion and the same proportion is maintained throughout. There should be no flourishes.

4. Writing in straight lines :- The lines show reasonable distance apart and they run straight all through.

5. Capitalization and Punctuation :- Capital letters should be used at the right places. Likewise, the punctuation marks should be used appropriately.

6. Simplicity :- Letters should be simple in form. There should be no unnecessary parts, tails or loops.

7. Attractive :- The handwriting should be attractive to look at.

8. Speed :- Speed is yet another characteristic of good handwriting. In this fast age, people cannot afford to write slowly. They have to write fast and legibly.

Improvement of Handwriting

The teacher may bear in mind the following suggestions for improving the handwriting of his pupils.

1. Pupils should carefully watch the movements of the teacher's hand on the chalkboard. The teacher should move across the class to check if some pupils are making wrong movement of the hand.
2. The pupils should use four-lined copy-books at the early stage.
3. The teacher should check the copy book of each pupil and suggest improvements in the formation of letters and words.

4. Models of good handwriting should be displayed in the class.
5. Competitions for good handwriting should be held periodically. Those who write a beautiful hand should be given prizes.
6. The progress of each pupil should be reviewed periodically to ensure that he has excelled his own previous performance.

Cursive and print script

Cursive Script: Cursive writing is the running type of writing in which the letters in a word are joined together with strokes or loops. It is better to help the students to write in cursive manner, because sometimes they find it difficult to switch over to cursive writing. We want students to write at a good speed. That will be obtained effectively in cursive writing.

Print script: Print script is the type of writing which pupils come across in their text books. The letters in this script are not joined together and is thus easier to learn. The common practice is to start with script and turn to cursive writing after a year or two. The advantages of print script are:

- ii. The pupils concentrate more and more on the shapes of letters which they meet in the reader or in other printed material. Thus at the early stage they are saved from the botheration of learning two different forms for each letter.
- iii. The unnecessary strokes required in the running hand to join the successive letters are dispensed with.
- iv. Letters in print script have simpler forms than in cursive hand.
- v. Children can compare their letters with printed ones. Thus they can find their errors.
- vi. Eye and physical strain is less in the reading of print script.
- vii. Print script is suited to the muscular and mental development of young children.

Disadvantages of Print Script:-

- i. Some pupils find it difficult to change to cursive hand later on.
- ii. Sometimes children experience difficulty and confusion when they switch over to cursive hand. Some of them carry the habit of writing the print script throughout the life.

Punctuation

Punctuation items are such marks as the comma, the full stop, the apostrophe, hyphens, quotation marks, the question mark, the colon, the semi-colon, parantheses, and the dash, etc. Writing grammatical sentences makes no sense, unless your students know where to put a question mark or a colon or a semi-colon. Some exercises are given below to help you teach such marks to the primary grades.

Activity 1

Below are some of the punctuation marks. Ask your students to speak orally while making these marks in their copies.

- a) Full stop (.)
- b) Comma (,)
- c) Interrogation mark (?)
- d) Exclamation mark (!)
- e) Colon (:)
- f) Semi colon (;)
- g) Parentheses ()
- h) Dash (-)
- i) Quotation marks (" ")
- j) Hyphen (-)
- k) Apostrophe as in (Ram's)

Activity 2

Explain to the students in a tabular form (as given below) where to put the following marks. For example-

Punctuation	Where to put	Example
Full stop	At the end of an assertive sentence or to write an abbreviation	Hari is a boy. Road- Rd. Mister – Mr.
Comma	To separate a series of words in the same construction	He writes essay neatly, quickly and correctly
Interrogation mark	At the end of a sentence in which some question has been asked	Is he coming?
Exclamation mark	At the end of statement showing exclamation	What a beautiful place!

Most of the mistakes in the area arise from the use of capital letters and direct speech.

1. Write examples of correct punctuation on the blackboard; let pupils read them. Draw attention to the punctuation marks, and still keeping the models on the blackboard, dictate new sentences requiring a similar punctuation.
2. Write an unpunctuated passage (5 or 6 sentences) on the blackboard and ask pupils to rewrite it putting in the right punctuation.
3. Let pupils read a passage in the text book which contains direct speech and then dictate the passage.

To sum up, Mechanics of writing includes the following:

1. Make letter of the right shape and size.
2. Giving proper spacing between letters, words and lines.
3. Using capital letters and other punctuation marks.
4. Controlling the small muscles of the fingers and wrist to have fluent movement in writing.

Unit-3. Teaching of different Texts.

A- Prose

- 3.1 Objectives of teaching prose at Primary level
- 3.2 Components of prose texts
- 3.3 Procedures of teaching a prose lesson

3. Teaching of different texts

The most important thing about using a text is to decide what you expect from the students. Do you want 'full' comprehension or do you want them just to have a general understanding? Need based study is most efficient. The need is created naturally by circumstances. In the more artificial situation of the classroom, however, the teacher has to create specific needs for specific purposes.

3A. Prose

Teaching prose means teaching reading with comprehension. Reading comprehension involves the meaning of content, vocabulary, grammatical structure, concepts and relationship to ideas.

The word **reading** implies reading with comprehension. When I say I have read this letter, it means that I know its contents. It is not only the words in the letter that I have read but I have also got the sense that these words are meant to convey. The pupils should be enabled to grasp the ideas the writer wants to communicate.

3A.1 Objectives of Teaching Prose at Primary Level

General Objectives: The general objectives of teaching prose at primary level are as follows:-

1. To give listening practice to the students.
2. To enable the students to speak fluently and correctly.
3. To give practice of loud reading and silent reading.
4. To enable the students to write properly.
5. To help the learners to enhance their vocabulary.
6. To enable the students to understand English properly.
7. To develop the habit of reading for pleasure.
8. To give them practice of structures and sentence patterns.
9. To improve their pronunciation.
10. To develop a feeling of love among the students for English.
11. To enable the students to read prose effectively and with a reasonable speed.

Specific Objectives. : These vary according to the subject matter depending upon whether it is descriptive, a story, a biography, a play or an essay.

Descriptive:

1. To acquaint pupils with the style of the writer.
2. To develop imaginative power of the students.

3. To develop among students a love for natural objects.

Story

1. To give knowledge of some facts through the story.
2. To teach some moral lesson through the story.
3. To train students' character.
4. To acquaint students with the style of story writing.

Essay

1. To acquaint students with the style of essay writing.
2. To make students curious.
3. To enable students to arrange ideas in a systematic way.

Biography.

1. To get students acquainted with the lives and deeds of great men.
2. To have a feeling of respect for good character.
3. To inculcate among the students the desirable sentiments.

Play

1. To enhance their ability of self-expression.
2. To develop their conversational ability.
3. To make them able to play different roles.
4. To build their character.

3A.2 Components of Prose Text

It is almost prose that we have to use in our everyday life. The process begins from the early morning newspaper right from a clerk to an officer, a chemist to a doctor and a teacher to a taught. All are busy either in producing or using prose.

No one can deny that we are living with prose. So it is very important for the teacher to teach prose lessons in such a technique that the children may acquire all the four skills and sub skills. Following are the components of prose :-

1. **Reading** - Reading is of various types like silent and loud reading and the intensive and extensive reading.

The teacher should give a model reading of the passage/text with correct pronunciation, stress, pause, intonation and articulation of voice. After this the teacher should give enough time to the student to read the text silently at least twice. Then the student should be asked to read it loudly one by one. The mistakes made by the students while reading the passage should be corrected by the teacher when he finishes reading the text.

2. **Comprehension** – After two silent reading by the students the teacher should ask certain questions related to the text to test how much of the text has been understood by the students. The teacher should distribute the questions in such a way that all types of students, i.e. bright, average, dull are covered.

Reading comprehension involves the meaning of content, vocabulary, grammatical structures, concepts and relationship to ideas. These points are briefly discussed below:

- (i) **Vocabulary:** The new words occurring in a lesson are taught to the pupils at the practice stage of teaching structures. Reading reinforces the understanding of these words.
- (ii) **Grammatical Structures:** The next step in reading comprehension is the understanding of grammatical structures.
The difficulty is faced by pupils who do not have textbooks written in accordance with graded structures.
New structures should be presented in situations by showing a real object or picture drawing on the board, actions and gestures or creating verbal context.
- (iii) **Concepts:** Third step in reading comprehension is the understanding of concepts. The subject matter should be according to the mental level of the students.

3. **Interpretation:** - After two or three readings of the passage students are expected to interpret the overall meaning of the text.

3A.3 Procedures of teaching a prose lesson

The teacher should proceed as follows in teaching a passage intensively:-

a) Introduction or revision :-

If the teacher is beginning a lesson, he should give suitable Introduction to arouse the curiosity of the pupils. A good introduction is like an appetizer served before food. The teacher may explain the social, cultural or scientific background of the lesson. If need be, introduction may be developed with the help of pictures or question-answers or both.

If the teacher has already taught a part of the lesson, he should put revision questions to the pupils. These questions may be aimed at testing the pupils' command of the structures or vocabulary items or his grasp of the ideas contained in the passages.

- b) Model reading by the teacher:-**The teacher reads out the passage with the pupils keeping their books closed. He pays full attention to proper phrasing, pronunciation and intonation. The phrasing may be done by putting oblique lines in the passage itself. The teacher reads at the normal speed of reading. This provides practice to the pupil's aural-comprehension. The teacher now puts one or two general questions to test the overall understanding of the passage.

The teacher reads the passage again and this time the pupils keep their books open.

- c) Word study:-**New words are taught after the practice stage of the new structure. But since English is not taught in all schools according to the Structural or Communicative Approach, new words may be explained at this stage.

d) Silent reading by the pupils:-The words and phrases having been pronounced properly and explained, the pupils now try to grasp their use in the context of the passage in question. For this reason the teacher will ask them to read the passage silently. He will allow them sufficient time so as to enable them to have two silent readings of the passage. The teacher should ensure that while reading silently no pupil moves his lips or puts a finger beneath the lines. Although in class I or II, the silent reading may be avoided.

e) Testing the comprehension:-Pupils are then asked questions to test their grasp of the passage. Comprehension is the most important aspect of reading. All aspects of the reading process ultimately promote reading comprehension. Comprehension implies both factual and inferential.

Factual Comprehension:-This means the ability to identify and recall facts without which reading of the passage will not make sense, e.g. if you are reading a story, you must be able to recall:

- the names of the characters, specific events etc.
- sequence of events.
- descriptive statements which have a bearing on the story.
- the main ideas in the text, where they are clearly stated.

Inferential Comprehension:-This means the ability to draw inferences or conclusions from the given matter.

Example: Read the following story:-

"Once a fox fell into a pit in a jungle. He tried to climb out of the pit but could not. Just then he heard some footsteps. A goat was passing by. She looked into the pit and was surprised to see the fox inside. She asked the fox: "What are you doing in that pit Mr. Fox?" "I'll also eat the green grass", Ms. Goat said and jumped in. Mr. Fox immediately climbed on Ms. Goat's back and jumped out of the pit."

The following questions test factual comprehension.

- i) What happened to Mr. Fox?
- ii) Was Mrs. Goat intelligent?

The following questions test inferential comprehension.

- i) Was Mr. Fox eating grass?
- ii) Was Ms. Goat intelligent?
- iii) Who was clever, Mr. Fox or Ms. Goat?

F) Model reading by the teacher: - The teacher may give another model reading at this stage. This reading helps reading aloud by the pupils if the teacher wants them to do so.

G) Reading aloud by the pupils: - This step is very important especially during the first three, four years. Pupils should be given practice in reading aloud. First, bright pupils should be invited to read aloud. Any mistakes of pronunciation made by them should be pointed out and the correct forms drilled to the whole class.

H) Exercise – oral and written:-The purpose of these exercises is to revise the various vocabulary items and grammatical structures. The exercises may be of several types such as blank filling, conversation etc. The passage in question is written on the chalkboard and the teacher tells the pupils that he is going to rub off prepositions, articles, conjunctions or other vocabulary items. The pupils are asked to read the passage silently and after they have read it, the teacher rubs off the words which he had asked them to note carefully. Now the pupils are asked to read aloud the passage by supplying the missing words. Incidentally, this provides practice in reading aloud. Later on the pupils are asked to write the passage for written reinforcement.

The pupils may be asked to convert a passage from the first person to the third person or vice versa, from one tense to another, from one form of speech to another. This is first done orally and then in writing.

(I) Recapitulation:-The teacher now recapitulates the whole material already taught. He asks certain questions based on the things learnt in the period. This step is very important. It fixes various items in the learners' minds.

(J) Home Assignment:-The teacher leaves the class after giving some assignments to be done by the learners at home and bidding them good bye.

3B. Poetry

- Objectives of teaching poetry at primary level
- Procedures of teaching poetry at primary level
- Differences in aims and objectives of teaching prose and poetry

3B. Poetry

'Poetry is a spontaneous overflow of powerful feelings.' – William Wordsworth

Poetry increases the child's sensitiveness to beauty, especially beauty of language and thought and helps to develop imagination. Poetry relates to emotions. It is to educate one's sensibility and should be recited with correct modulation, intonation, stress and pause. Poetry cannot be taught, the teacher can create conditions which influence the readers to enjoy and understand it.

Poetry has a great appeal for children. It educates our emotions and increases power of imagination. Dissection, analysis and paraphrase can very often kill the spirit of a poem.

According to Ryburn, 'Our aim should be to give pleasure and thus lay the foundation for an adequate appreciation of English poetry.'

3B.1 Objectives of teaching poetry at Primary Level

Objectives of the poem are to be written in behavioral terms, the objective may vary from poem to poem depending upon the theme of the poem. The objectives of teaching poetry at primary level are as follows:-

1. To impart pleasure to the students.
2. To educate emotions and increase power of imagination.
3. To lay the foundation for appreciation of the language.
4. To help the learners acquire natural speech rhythm with the practice of the rhythm of the poetry.
5. To help the learners in storing patterns of sentences through constant use.
6. To make the learners understand the thoughts and feelings conveyed in the poem.
7. To provide enjoyable experience of language.

3B.2 Procedures of teaching poetry at primary level

How should poetry be taught? There can be no definite answer to this question. As Haddow says, "It is like making love, each must do his own way."

Poetry cannot be taught. The teacher can only create conditions in which a poem may have its fullest effect for the pupils who read it. It is suggested that poetry reading should be used for enjoyment only and it should not be made a subject for examination. The teacher should feel satisfied if he enables the students to have a general understanding of the poem.

Steps in Poetry Lesson Plan: The teacher should proceed as follows in teaching a poem at primary level:-

1. **Objectives:** Objectives of the poem are to be written in behavioural terms.
2. **Teaching Aids:** Selection of teaching aids should be appropriate, relevant and economical.
3. **Previous Knowledge Assumed:** It is on the basis of previous knowledge that the lesson is introduced. It is also known as entering behaviour.
4. **Introduction:** The first step in the teaching a poem is to give an appropriate introduction about it. But the introduction must be brief and to the point. We don't think much useful purpose is served by telling the pupils something about the life of the poet at least at the primary stage. It may be after teaching the poem that the teacher may say something about the poet himself.

Presentation

1. **Presenting thought content/gist of the poem:** To make the students familiar with the theme teacher can present the main idea in few lines.
2. **First model reading:** After the introduction and thought content the teacher will make a first model reading with understanding and feeling. The pupils should not be allowed to open the book at this stage so that they can focus on listening and enjoying the poem.

The value of modal reading by the teacher cannot be over emphasized. 'Poetry is an art of the ear not of the eye- in other words, poetry is sound not sight.' Poetry is to be read for the charm of sound. The best way to teach a poem is to read it well.

Good reading will never fail to render the thought crystal clear and make the poem vivid to the class. Training in reading poetry, therefore, should be regarded as the first step in teaching it.

The teacher ought to spend more time reading poetry than teaching it, and for every poem he teaches he ought to read about a dozen. This step will go a long way in creating in the pupils a love for poetry.

3. Second model reading by the teacher: The teacher should read the poem a second time with the pupils keeping their books open. At the end of the reading, the teacher may ask two, three general questions on the overall understanding of the poem.

4. Meanings and Explanation: The teacher should explain the poem, its difficult words, clear the references involved, figures of speech thus making it understandable.

The teacher should guard against the tendency of explaining too much. Too much explanation, besides being a waste of time, stands in the way of the students' enjoyment. In the poetry lesson as taught by most teachers, the attention of the pupils is concentrated not on the words of the poem which is the right approach but on their prose equivalents. The right approach is that the attention of students should be concentrated on the words of the poem itself. These words are written not to be converted into prose, but to be read aloud, pondered over and studied for their beauty. Paraphrase, as such is of doubtful utility.

5. Silent Reading by the pupils: The pupils will now read the poem silently. This will prepare them to answer comprehension questions and to read aloud the poem subsequently.

6. Comprehension and appreciation: The teacher should enable the pupils to understand, enjoy and appreciate the poem by putting them suitable questions which should concentrate their attention on the words of the poem, e.g. which words show that.....? Which line/ lines tell you.....?

7. Individual Loud Reading by the Students. The teacher can ask two or three students to read the poem loudly. He/she should help them to read with proper pronunciation, intonation, rise and fall of the tone so that they can feel the beauty of the poem.

8. (a) Comprehension Questions: Some simple questions can be asked just to know whether they have understood the meaning of the poem.

(b) **Appreciation Questions:** These questions can be asked to make clear the beauty, feeling and main idea of the poem.

9. Choral Recitation: Students can be asked to recite the poem in a group.

10. Homework/assignment

3B.3 Differences in aims and objectives of teaching prose and poetry:

The aims and objectives of teaching prose and poetry are different.

- i) **Development of language skills-** The objective of poetry teaching is not development of language skills. The language skills are developed by teaching of prose.
- ii) **Natural speech rhythm:-** The teaching of poetry aims to help the learners acquire natural speech rhythm at an early stage. However, the objective of prose teaching is to increase vocabulary to explain the structure of the sentence and to enable the students to understand the ideas and the arguments of the writer.
- iii) **Pleasure to the students:** The objective of poetry teaching is to impart pleasure to the students by enabling them to understand the thoughts, contents and feelings conveyed in the poem. It also helps to increase the power of imagination whereas prose teaching is to give understanding of the new words, phrases, structure, meaning etc.
- iv) **Language practice:-** Poetry is not taught for language practice as this purpose can be better served by teaching of prose.
- v) According to Coleridge, prose is words in their best form and the poetry is the best of the words in their best form.
- vi) Prose is a logical expression, and therefore, has an intellectual slant. Poetry appeals to the heart. It arouses your entire being.
- vii) Poetry is more powerful than prose.
- viii) Poetry is more sound than sight, whereas prose is more right than sound.

Thus we can say that the main objectives of teaching poetry is to develop aesthetic sense in the children whereas the main objective of prose teaching is development of language skills.

Unit 4. Teaching of Grammar

4.1 Parts of speech, Phrases, Verbs, Tenses, Concord, Clauses, Connectors, Non-finites, Voices, Narration, Kinds of sentences

4. Teaching of Grammar

The ultimate aim of every language teacher is to acquire the ability to speak and write the language correctly. In order to do this, she/he requires knowledge of grammar in some form or the other. Hence any course in language teaching assigns an important role to grammar.

Grammar lessons should begin with language. It must correlate with speech in which a sentence is a unitary whole with reading. After the students have listened to it try to guide them to deduce the pattern that we want them to use.

Teach grammar for communication not grammar for its own sake.

Methods of Teaching Grammar

There are four methods of teaching grammar:

- (i) Deductive method
- (ii) Inductive method
- (iii) Inductive deductive method
- (iv) Incidental method

Deductive method

- In deductive method of teaching, the teacher uses grammar text books.
- The teacher familiarizes the students with the definitions and the rules and regulations.
- The teacher explains the ideas and topics with the help of ample examples.
- The teacher assigns exercises to the students to apply the learnt rules and definitions.

Advantages of deductive method of teaching.

- It helps the students to compare the ideas in grammar of different languages.
- It helps the students to respond easily and the explain rules, structures etc.

Disadvantages of deductive method of teaching

- It does not help the students in developing communicative ability.
- It does not involve student' active participation in classroom teaching.
- It is teacher centred.
- It does not involve the use of any audio visual aids.

Inductive Method

In inductive method of teaching the teacher first encourages the students to come up with examples and then explains the theory or concept. It is based on the theory from 'example to generalization'.

Advantages of inductive method of teaching

- It involves the students' participation in classroom teaching.
- It helps the students in understanding differences between particular notions in grammar of different languages.
- It helps the students to learn different points of grammar through use.

Disadvantages of inductive method of teaching

- It is not useful in large classrooms
- It can be used only by innovative teachers

Inductive-Deductive method

The inductive deductive method is a synthesis of both inductive method and deductive methods of teaching.

In this method

- Firstly, the teacher presents examples before the students.
- Secondly, she explains or analyses them.
- Thirdly, she encourages the students to draw conclusions.
- Fifthly, she provides new examples and asks the students to verify the rules.

Advantages of inductive-deductive method

- It is practical, real and scientific.
- It does not force students to mug the rules.
- It follows all the maxims of teaching.

Incidental method

In this method grammar is taught while teaching text books or composition writings. The teacher explains complex sentence patterns as they are encountered.

4.1 PARTS OF SPEECH

Words are divided into different kinds or classes, called Parts of Speech, according to their use; that is, according to the work they do in a sentence. The parts of Speech are eight in number:-

- | | | | |
|-----------|----------------|----------------|-----------------|
| 1. Noun | 2. Adjective | 3. Pronoun | 4. Verb |
| 5. Adverb | 6. Preposition | 7. Conjunction | 8. Interjection |

1. A **Noun** is a word used as the name of a person, place or thing; as –

Akbar was a great **king**.

Kolkata is on the **Hooghly**.

The **rose** smells sweet.

The **sun** shines bright.

His **courage** won him **honour**.

Note – The word thing includes (i) all objects that we can hear, see, taste, touch or smell; and (ii) Something that we can think of, but cannot perceive by the senses.

2. An **Adjective** is a word used to add something to the meaning of a noun; as –

He is a **brave** boy.

There are **twenty** boys in this class.

1. A **Pronoun** is a word used instead of a noun; as –
John is absent, because **he** is ill.
The books are where **you** left them.
2. A **Verb** is a word used to say something about some person, place or thing; as –
The girl **wrote** a letter to her cousin.
Kolkata **is** a big town.
Iron and copper **are** useful metals.
3. An **Adverb** is a word used to add something to the meaning of a verb, an adjective, or another adverb, as –
He worked the sum **quickly**.
This flower is **very** beautiful.
She pronounced the word **quite** correctly.
4. A **preposition** is a word used with a noun or a pronoun to show how the person or thing denoted by the noun or pronoun stands in relation to something else; as –
There is a cow **in** the garden.
The girl is fond **of** music.
A fair little girl sat **under** a tree.
5. A **conjunction** is a word used to join words or sentences ; as –
Rana **and** Hari are cousins.
Two **and** two make four.
I ran fast, **but** missed the train
6. An **Interjection** is a word which expresses some sudden feeling; as –
Hurrah! we have won the game.
Alas! she is dead.

As words are divided into different classes according to the work they do in the sentences, it is clear that we cannot say to which part of speech a word belongs unless we see it used in a sentence.

They arrived soon after. (Adverb).

They arrived after us. (Preposition)

They arrived after we had left. (Conjunction)

From the above examples we see that the same word can be used as different parts of speech.

4.2. PHRASES

Examine the group of words "in a corner". It makes sense, but not complete sense. Such a group of words, which makes sense, but not complete sense, is called a **Phrase**.

In the following sentences, the groups of words in bold letters are Phrases:-

The sun rises **in the east**.

Humpty Dumpty sat **on a wall**.

There came a saint **to my door**.

It was a sunset **of great beauty**.

The tops **of the mountains** were covered with snow
Show me **how to do it**.

I. Adjective Phrases

Sometimes a group of words does the work of an adjective. Now examine the following pairs of sentences:-

- 1.(a) The vizier was a **wealthy** man.
b) The vizier was a man **of great wealth**.
- 2.a) The magistrate was a **kind** man.
b) The magistrate was a man **with a kindly nature**.
- 3.a) The chief lived in a **stone** house.
b) The chief lived in a house **built of stone**.

In each of the above pairs of sentences, we have first a single word describing the person or thing denoted by the noun, and then a group of words describing the person or thing denoted by the same noun.

For instance, the group of words **of great wealth** tells us what sort of man the vizier was. It qualifies the noun **man** just as an **Adjective** does. It therefore does the work of an Adjective and is called an **Adjective Phrase**.

Def.- An Adjective Phrase is a group of words that does the work of an adjective.

Study the following Adjectives and the Adjective Phrases that are equivalent to them:-

Adjective	Adjective Phrase
A golden crown.	A crown made of gold.
A purple cloak	A cloak of purple colour.
A white elephant	An elephant with a white skin.
A blank page	A page with no writing on it.

II. Adverb Phrases

Just as the work of an Adjective is often done by a group of words called an Adjective phrase, so the work of an Adverb is often done by a group of words.

Study the following pairs of sentences carefully:-

1. (a) Ram ran quickly (How?)
(b) Ram ran with great speed. (How?)
2. (a) He is coming now. (When?)
(b) He is coming at this very moment. (When?)
3. (a) The arrow fell here. (Where?)
(b) The arrow fell on this spot. (Where?)

In each of the above pairs of sentences we have first single word (an Adverb) modifying a verb, and then a group of words modifying a verb in the same way.

For instance, the group of words with great speed tells us how Rama ran. It modifies the verb **ran** just as the Adverb **quickly** does. It therefore does the work of an Adverb and is called an **Adverb Phrase**.

Def. An Adverb phrase is a group of words that does the work of an Adverb.

Note-An adverb phrase, like an Adverb, may modify also an Adjective or Adverb : as,
Quinine is good **for malaria**.

I have done well **on the whole**.

Study the following Adverbs and the Adverb phrases that are equivalent to them.

Adverb	Adverb Phrases
Bravely	In a brave manner, or with bravery.
Beautifully	In a beautiful style.
Formerly	In former times, or once upon a time.
Soon	Before very long, or at an early date.
There	At that place.
Abroad	To (in) a foreign Country

III. Noun Phrases

Examine the following sentences:-

1. The boy wants something.
2. The boy wants to go home.

The **word something** is a Noun and it is the object of the verb **wants**, in sentence 1. Similarly the group of words, **to go home** is the object of the verb **wants**, in sentence 2. Hence this group of words does the work of a Noun. The group of words, **to go home**, is therefore a **Noun Phrase**.

Def.- A Noun Phrase is a group of words that does the work of a Noun.

Further examples of Noun Phrases:-

Early to bed is a good maxim.

We enjoy **playing cricket**.

He hopes **to win the first prize**.

Standing about in a cold wet wind did me no good.

4.3. VERBS

Transitive and Intransitive verbs.

A Verb is a word that tells or asserts something about a person or thing. It is the most important word in a sentence.

A verb may tell us:-

1. What a person or thing does; as,
Hari laughs. The clock strikes.
2. What is done to a person or thing; as,
Hari is scolded. The window is broken.
3. What a person or thing is; as,
The cat is dead. Glass is brittle. I feel sorry.

A verb often consists of more than one word as.

The girls were singing.

I have learnt my lesson.

The watch has been found.

Read these sentences:-

1. The boy kicks the football.

2. The boy laughs loudly.

In sentence 1, the action denoted by the verb **kicks** passes over from the doer or Subject **boy** to some Object football. The verb **kicks** is, therefore, called a **Transitive Verb**, (Transitive means passing over.)

In sentence 2, the action denoted by the verb **laughs** stops with the doer or Subject boy and **does not** pass over to an Object. The verb **laughs** is, therefore, called an **Intransitive Verb**. (Intransitive means not passing over)

Def:- A **Transitive verb** is a verb that denotes an action which passes over from the doer of Subject to an object.

Def:- An **Intransitive verb** is a verb that denotes an action which does not pass over to an object, or which expresses a state or being; as,

He ran a long distance. (Action)

The baby sleeps:- (State)

There is a flaw in this diamond. (Being)

Most Transitive Verbs take a single object. But such Transitive Verbs as give, ask, offer, promise, tell, etc. take two objects after them-an Indirect Object which denotes the person to whom something is given or for whom something is done, and a Direct Object which is usually the name of something, as,

His father gave him (Indirect)a rupee(Direct).

He told me (Indirect) a secret (Direct).

Most verbs can be used both as Transitive and as Intransitive verbs. It is, therefore, better to say that a verb is used Transitivity or Intransitivity rather than that it is Transitive or Intransitive.

Used Transitivity	Used Intransitivity
1. The ants fought the wasps.	1. Some ants fight very fiercely.
2. The ship sank the ship.	2. The ship sank rapidly.
3. Ring the bell, Rama.	3. The bell rang loudly
4. The driver stopped the train.	4. The train stopped suddenly.

Note:- Some verbs, e.g. come, go, fall, die, sleep, lie, denote actions which cannot be done to anything; they can, therefore, never be used transitivity.

The Verb has three Persons-the First, the Second and the Third. Thus we say

1. I Speak. 2. You speak. 3. He speaks.

This is because of the difference in person of the subjects, as all the three are subjects of the singular number. The verb agrees with its subject in person.

The Verb has two Numbers- the Singular and the Plural. Thus we say

1. He speaks. 2. They speak.

40

We thus see that the verb takes the same number as its subject; or, that the Verb agrees with its Subjects in Number. Hence we have the important rule-

The Verb must agree with its Subject in Number and Person.

4.4. TENSES

Read the following sentences:

1. I write this letter to please you.
2. I wrote the letter in his very presence.
3. I shall write another letter tomorrow.

In sentence 1, the verb refers to **present** time.

In sentence 2, the verb refers to **past** time.

In sentence 3, the verb refers to **future** time.

Thus a Verb may refer

- (i) to **present** time, (2) to **past** time, or (3) to **future** time.

A Verb that refers to present time is said to be in the **Present Tense**;

as, I write. I love.

A Verb that refers to past time is said to be in the **Past Tense**; as,

I wrote. I loved.

A Verb that refers to future time is said to be in the **Future Tense**; as,

I shall write. I shall love.

Thus there are three main Tenses:-

The **Present**, the **Past**, the **Future**.

The Tense of a Verb shows the time of an action or event.

Below we give the chief Tenses of the verb **to love**.

Present Tense

	Singular Number	Plural Number
1 st Person	I love	We love
2 nd Person	Thou lovest*	You love
3 rd Person	He loves	They love

Past Tense

	Singular Number	Plural Number
1 st Person	I loved	We loved
2 nd Person	Thou lovedst*	You loved
3 rd Person	He loved	They loved

Future Tense

	Singular Number	Plural Number
1 st Person	I shall love	We shall love
2 nd Person	Thou wilt love*	You will love
3 rd Person	He will love	They will love

***These forms are now used only in poetry.**

Read these sentences:-

1. I love. (**Simple Present**)

41

2. I am loving. (**Present Continuous**)

3. I have loved. (**Present Perfect**)

4. I have been loving. (**Present Perfect Continuous**)

The Verbs in all of these sentences refer to the present time, and are therefore said to be in the present tense.

In sentence 1, however, the verb shows that the action is mentioned simply, without anything being said about the completeness or incompleteness of the action.

In sentence 2, the verb shows that the action is mentioned as incomplete or continuous, that is, as still going on.

In sentence 3, the verb shows that the action is mentioned as finished, complete or perfect, at the time of speaking.

The tense of the verb in the sentence 4 is said to be Present Perfect Continuous, because the verb shows that the action is going on continuously, and not completed at this present moment.

Thus we see that the Tense of a verb shows not only the time of an action or event, but also the state of an action referred to.

Just as the Present Tense has four forms, the Past tense also has the following four forms:

1. I loved. (**Simple Past**)
2. I was loving. (**Past Continuous**)
3. I had loved. (**Past Perfect**)
4. I had been loving. (**Past Perfect continuous**)

Similarly the future tense has the following four forms:

1. I shall love. (**Simple Future**)
2. I shall be loving. (**Future Continuous**)
3. I shall have loved. (**Future Perfect**)
4. I shall have been loving. (**Future Perfect Continuous**)

We may now define Tense as that form of a verb which shows the time and the state of an action or event.

4.5. CONCORD

AGREEMENT OF THE VERB WITH THE SUBJECT.

1. Two or more singular subjects connected by **and** usually take a verb in the Plural; as,
Hari and Rama are here.
Fire and water do not agree.
He and his friend have arrived.
- (a) If two singular nouns refer to the same person or thing, the verb must be Singular; as.
My friend and benefactor has come.
The orator and statesman is dead.
- (b) If two subjects together express one idea, the verb may be in the Singular: as,
Bread and milk is his only food.
Slow and steady wins the race.

- (c) If the singular subjects are preceded by each or every the verb is usually Singular : as,
Every boy and girl was ready.

Each day and each hour brings its duty.

2. Two or more singular subjects connected by *or*, *nor*, *either....or*, *neither.... nor* take a verb in the Singular; as,
Neither he nor I was there.
Either Abdul or Amir has stolen the watch.
No nook or corner was left unexplored.
 - (a) When the subjects joined by *or*, *nor* are of different numbers the verb must be Plural, and the Plural subject must be placed next the verb; as,
Rama or his brothers have done this.
Neither Rama nor his friends were hurt.
 - (b) when the subjects joined by *or*, *nor* are of different persons, the verb agrees in person with the one nearest to it: as,
Either he or I am mistaken.
Neither you nor he is to blame.
3. When subjects differing in number, or person, or both, are connected by *and*, the verb must always be in the Plural.
He and I are well.
You and I have done our duty.
4. A collective noun takes a Singular verb when the collection is thought of as a whole: a Plural verb when the individuals of which it is composed are thought of; as,
The Council has chosen its president.
The committee was agreed on the main question.
The crew was large.
The crew were taken prisoners.
The committee were divided in regard to details.
5. Some nouns which are plural in form, but singular in meaning, take a singular verb; as,
The news is true.
Mathematics is a branch of study in every school.
6. When a plural noun comes between a singular subject and its verb, the singular subject takes a Singular verb; as.
Each of the sisters is clever.
Neither of the men was very tall.
The quality of the mangoes was not good.
7. Words joined to a singular subject by 'with', 'together with', 'in addition to' or, 'as well as', etc. do not affect the number of the verb; as,
The Chief, with all his men, was massacred.
Rama, as well as Hari and Govind, likes hot curry.
Rama, and not you, has won the prize.

4.6. CLAUSES

In the following sentences, the groups of words in bold letters are Clauses:-

People **who pay their debts** are trusted.

We cannot start **while it is raining**.

I think **that you have made a mistake**.

Such a group of words which forms part of a sentence, and contains a subject and a Predicate, is called a **Clause**.

1. **Adverb Clause**

Look at the groups of words in bold letters in the following sentences:-

1. They rested **at sunset**. [Rested When?]

2. They rested **when evening came** [Rested When?]

It is evident that both the groups of words in bold letters, in 1 and 2, do the work of an Adverb as they modify the verb **rested**, showing when the action was performed.

We at once recognize the first group of words, **at sunset**, as an Adverb Phrase. But the second group of words, **when evening came** is not a Phrase for, unlike a Phrase, it has a Subject (evening) and a Predicate (came when) of its own, and is thus like a sentence. But though like a sentence it is part of a sentence.

Such a group of words that forms part of a sentence, and has a Subject and a Predicate of its own, is called a **Clause**.

Since the Clause, **when evening came**, does the work of an Adverb, it is called an **Adverb Clause**.

Def:- An Adverb clause is a group of words which contains a Subject and a Predicate of its own, and does the work of an Adverb.

II. **Adjective Clauses**

Look at the groups of words in bold letters, in the following sentences.

1. The umbrella **with a broken handle** is mine. [Which Umbrella?]

2. The umbrella **which has a broken handle** is mine. [Which umbrella]

The First group of words **with a broken handle**, describes the umbrella; that is, it qualifies the noun umbrella, and does the work of an Adjective. It is what we call an Adjective Phrase. The second group of words, **which has broken handle**, also describes the umbrella and so does the work of an Adjective. But because it contains a Subject and a Predicate of its own, it is called an **Adjective clause**.

Def. :- An Adjective Clause is a group of words which contains a Subject and a Predicate of its own, and does the work of an Adjective.

III. **Noun clauses**

Examine the groups of words in bold letters in the following sentences:-

1. I expect **to get a prize**. [Expect What?]

2. I expect **that I shall get a prize**. [Expect What]

The first group of words, **to get a prize**, does not contain a subject and a predicate of its own. It is therefore a phrase. This phrase is object of the verb *expect* and hence does the work of a Noun. It is therefore a Noun Phrase.

The second group of words, **that I shall get a prize**, contains a subject and a predicate of its own. It is therefore a clause. This Clause is the object of the Verb *expect* and so does the work of a Noun. We therefore call it a **Noun Clause**.

Now examine the sentence,

That you have come pleases me.

Here the Clause, **That you have come**, is the subject of the verb *pleases*.

It therefore does the work of a Noun, and is what we call a Noun clause.

Def:- A Noun Clause is a group of words which contains a Subject and a Predicate of its own, and does the work of a Noun.

4.7. VOICES : ACTIVE AND PASSIVE VOICE

Compare:-

1. Rama helps Hari.
2. Hari is helped by Rama.

It will be seen that these two sentences express the same meaning. But in sentence 1, form of the Verb shows that the person denoted by the subject **does** something.

Rama (the person denoted by the subject) does something. The Verb *helps* is said to be in the Active voice.

In sentence 2, the form of the verb shows that something **is done** to the person denoted by the Subject.

Something is done to Hari (the person denoted by the Subject.) The Verb *helped* is said to be in the **Passive Voice**.

Def.- A verb is in the Active Voice when its form shows (as in sentence 1) that the person or thing denoted by the Subject **does something**; or, in other words, is the doer of the action.

The Active Voice is so called because the person denoted by the subject **acts**.

Def- A Verb is in the Passive Voice when its form shows (as in sentence 2) that **something is done** to the person or thing denoted by the subject.

The Passive Voice is so called because the person or thing denoted by the Subject is not active but **passive**, that is, suffers or receives some action.

Def- Voice is that form of a verb which shows whether what is denoted by the Subject **does something or has something done to it**

.Note the change from the Active Voice to the Passive Voice in the following sentences:-

Active Voice	Passive Voice
1. Sita loves Savitri.	1. Savitri is loved by Sita.
2. The mason is building the wall	2. The wall is being built by the mason.
3. The peon opened the gate.	3. The gate was opened by the peon.
4. Some boys were helping the teacher.	4.The teacher was being helped by some boys.
5. He will finish the work.	5. The work will be finished by him.
6. Who did this?	6. By whom was this done?
7. Why did your brothers scold me?	7. Why was I scolded by your brother?

It will be noticed that when the Verb is changed from the Active Voice to the Passive Voice,

the Object of the Transitive verb in the Active Voice becomes the Subject of the Verb in the Passive voice.

[Thus in sentence 1, Savitri which is the object of **loves** in the Active Voice becomes the Subject of **is loved** in the Passive Voice]

Since the Object of a Verb in the active voice becomes the Subject of the passive form, it follows that only Transitive Verbs can be used in the Passive Voice, because an Intransitive Verb has no object.

Students must know when to use the Active Voice and when to use the Passive : the ability to change the Active Voice into the Passive and vice versa is not sufficient.

The Active Voice is used when the agent (i.e., doer of the action) is to be made prominent; the Passive, when the person or thing acted upon is to be made prominent. The Passive is, therefore, generally preferred when the active form would involve the use of an indefinite or vague pronoun or noun (somebody, they, people, we, etc.) as subject; as,

My pen has been stolen. (Somebody has stolen my pen.)

I was asked my name. (They asked me my name.)

English is spoken all over the world. (People speak English all over the world.)

When verbs that take both a direct and an indirect object in the Active Voice are changed to the Passive, either object may become the subject of the Passive verb, while the other is retained and is parsed as the **Retained Object** after a Passive verb.

Active	Passive
Mr. Krishna teaches us grammar.	Grammar is taught us by Mr. Krishna. We are taught grammar by Mr. Krishna.
The manager will give you a ticket.	A ticket will be given you by the manager. You will be given a ticket by the manager.
Who taught you French	By whom was French taught you ? By whom were you taught French?
He handed her a chair.	A chair was handed her. She was handed a chair.

4.8 . NARRATION: DIRECT AND INDIRECT SPEECH

We may report the words of a speaker in two ways:-

- (i) We may quote his actual word. This is called **Direct Speech**.
- (ii) We may report what he said without quoting his exact words. This is called **Indirect (or Reported) speech**.

Direct. Rama said, "I am very busy now."

Indirect. Rama said that he was very busy then.

It will be noticed that in Direct speech, we use inverted commas to mark off the exact words of the speaker. In Indirect speech we do not. It will be further noticed that in changing the above Direct Speech into Indirect certain changes have been made. Thus;

- (i) We have used the conjunction *that* before the Indirect statement.*

- (ii) The pronoun *I* is changed to *he*. (The Pronoun is changed in Person.)
- (iii) The verb *am* is changed to *was*. (Present Tense is changed to Past.)
- (iv) The adverb *now* is changed to *then*.

Rules for changing Direct speech into Indirect

When the reporting or principal verb is in the Past Tense, all Present tenses of the Direct are changed into the corresponding Past Tenses. Thus:

- (a) A simple present becomes a simple past.

Direct. He said, "I am unwell."

Indirect. He said (that) he was unwell.

- (b) A present continuous becomes a past continuous.

Direct. He said, "My master is writing letters."

Indirect. He said (that) his master was writing letters.

- (c) A Present perfect becomes a past perfect.

Direct. He said, "I have passed the examination."

Indirect. He said that he had passed the examination.

Note- The **shall** of the Future Tense is changed into **should**.

The **will** of the Future Tense is changed into **would** or **should**.

As a rule, the **simple past** in the direct becomes the **past perfect** in the Indirect.

Direct. He said "The horse died in the night."

Indirect. He said that the horse had died in the night.

If the reporting verb is in the Present Tense, the tenses of the Direct Speech do not change. For example, we may rewrite the above examples, putting the reporting verb in the Present Tense, thus:

He says he is unwell.

He has just said his master is writing letters.

He says he has passed the examination .

He says the horse died in the night.

*The *that* is often omitted, especially in spoken English .

The pronouns of the Direct Speech are changed, where necessary, so their relations with the reporter and his hearer, rather than with the original speaker are indicated.

Observe the following examples:

Direct. He said to me, "I don't believe you."

Indirect. He said he didn't believe me.

Direct. She said to him, "I don't believe you,"

Indirect. She said she didn't believe him.

Direct. I said to him, "I don't believe you."

Indirect. I said I didn't believe him.

Direct. I said to you, "I don't believe you."

Indirect. I said I didn't believe you."

Words expressing nearness in time or place are generally changed into words expressing distance. Thus:-

now	becomes	then	today	becomes	that day
here		there	tomorrow		the next
day					
ago		before	yesterday		the day
before					
thus		so	last night		the night
before					
this		that	these		those
Direct.	He said, "I am glad to be here this evening.				
Indirect.	He said that he was glad to be there that evening.				

Questions

In reporting questions the Indirect Speech is introduced by some such verbs as asked, enquired, etc.

When the question is not introduced by an interrogative word, the reporting verb is followed by whether or if.

Direct.	He said to me, "What are you doing?"
Indirect.	He asked me what I was doing.
Direct.	"Where do you live?" asked the stranger.
Indirect.	The stranger enquired where I lived.
Direct.	The policeman said to us, "Where are you going?"
Indirect.	The policeman enquired where we were going.
Direct.	He said, "Will you listen to such a man?"
Indirect.	He asked them whether they would listen to such a man.

Commands and Requests

In reporting commands and requests, the Indirect Speech is introduced by some verb expressing **command** or **request**, and the imperative mood is changed into the **Infinitive**.

Direct.	Ram said to Arjun, "Go away."
Indirect.	Ram ordered Arjun to go away.
Direct.	He said to him, "Please wait here till I return."
Indirect.	He requested him to wait there till he returned.
Direct.	"Call the first witness," said the judge.
Indirect.	The judge commanded them to call the first witness.
Direct.	He shouted, "Let me go."
Indirect.	He shouted to them to let him go.
Direct.	He said, "Be quiet and listen to my words."
Indirect.	He urged them to be quiet and listen to his words.

Exclamations and wishes

In reporting exclamations and wishes the Indirect Speech is introduced by some verb expressing exclamation or wish.

Direct.	He said "Alas! I am undone."
Indirect.	He exclaimed sadly that he was undone.
Direct.	Alice said, "How clever I am!"
Indirect.	Alice exclaimed that she was very clever.
Direct.	He said, "Bravo! You have done well."
Indirect.	He applauded him, saying that he had done well.

Conversion of Indirect into Direct

The conversion of Indirect into Direct generally presents no special difficulties, as the following examples will show:-

Indirect.	He inquired whether his name was not Ahmed.
Direct.	He said to him, "Is not your name Ahmed?"
Indirect.	He asked Rama to go with him.
Direct.	He said, "Rama, go with me."
Indirect.	Rama replied that he could not do so.
Direct.	Rama said, "I cannot do so."
Indirect.	The stranger asked Alice where she lived.
Direct.	The stranger said, "Alice, where do you live."

4.9. KIND OF SENTENCES

When we speak or write we use words. We generally use these words in groups; as, Little Jack Horner sat in a corner.

A group of words like this, which makes complete sense, is called a **Sentence**.

Sentences are of four kinds:-

- (1) Those which make statements or assertions; as,
 Humpty Dumpty sat on a wall.
- (2) Those which ask questions; as,
 Where do you live?
- (3) Those which express commands, requests, or entreaties; as,
 Be quiet.
 Have mercy upon us.
- (4) Those which express strong feelings ; as,
 How very cold the night is!
 What a shame!

A sentence that makes a statement or assertion is called a **Declarative** or **Assertive** sentence.

A sentence **that asks a question** is called an **Interrogative** sentence.

A sentence **that expresses a command or an entreaty** is called an **Imperative** sentence.

A sentence **that expresses strong feeling** is called an **Exclamatory** sentence.

Sentences: Simple, Compound, and Complex

Examine the following sentences: -

1. His courage won him honour.
2. The moon was bright and we could see our way.
3. Night came on and rain fell heavily and we all got very wet.
4. They rested when evening came.
5. As the boxers advanced into the ring, the people said they would not allow them to fight.

We see that sentence 1 has only one subject and one predicate. Such a sentence is called a **Simple Sentence**.

[or] A simple sentence is one which has only one Finite verb. Sentence 2 consists two parts:

- (i) The moon was bright.
- (ii) We could see our way.

These two parts are joined by the coordinating conjunction **and**.

We notice that each Clause makes good sense by itself, and hence can stand by itself as a complete sentence. Each clause is therefore independent of the other or of the same order or rank, and is called a **Principal** or **Main Clause**.

A sentence, such as the second, which is made up of Principal or Main clauses is called **Compound Sentence**.

Sentence 3 consists of three **Principal** or **Main Clauses**. Such a sentence is also called a Compound sentence.

Def.-A Compound sentence is one made up of two or more Principal or Main Clauses.

Sentence 4 consists of two parts:

- (i) They rested.
- (ii) When evening came.

Each part contains a Subject and a Predicate of its own, and forms part of a large sentence. Each part is therefore a Clause.

We further notice that the Clause, **They rested**, makes good sense by itself, and hence can stand by itself as a complete sentence. It is therefore called the **Principal** or **Main** clause.

The clause, **when evening came**, cannot stand by itself and make good sense. It is dependent on the Clause, they rested. It is therefore called a **Dependent** or **Subordinate Clause**.

A sentence, such as the fourth, is called a **Complex Sentence**.

Sentence 5 consists of the three clauses:-

- (i) The people said. (Main clause)
- (ii) As the boxers advanced into the ring. (Subordinate Adverb Clause)
- (iii) They would not allow them to fight. (Subordinate Noun Clause)

Such a sentence is also called a **Complex** sentence.

Def- A Complex sentence consists of one Main clause and one or more Subordinate clauses.

4.10. CONNECTORS/CONJUNCTION

Observe the following sentences:

- (i) Ram **and** Hari are best friends.
- (ii) Ram is absent today **because** he is ill.
- (iii) We shall go shopping **if** the weather remains fine.

In these sentences, the words **and**, **if** and **because** join words, clauses and sentences respectively. Such words which join or connect two *words, phrases, clauses or sentences* together are called **Connectors** or **Conjunctions**.

TYPES OF CONJUNCTIONS

Conjunction are mainly of two kinds:

1. Co-ordinate Conjunctions
 2. Sub-ordinate Conjunctions
1. **Co-ordinate Conjunctions:** Co-ordinate Conjunctions are those conjunctions that join together two *words, phrases, clauses or sentences* of equal rank or importance. By the term **equal rank**, we mean *two words, phrases or sentences which are not dependent* on each other or can be expressed independently.

Examples:

- (i) Reema **and** Seema are playing.
- (ii) Tell the answer **or** get out of the class.
- (iii) He is slow **but** he is efficient.

Co-ordinate conjunctions are of following four kinds:

- (i) **Cumulative Conjunctions** : Those conjunctions *which are used for the purpose of addition* are called cumulative conjunctions.

Examples:

- (i) Sameer, Rajeev **and** Aakash will perform one act play together.
- (ii) Shyama **well as** Hari is to blame for this.

(ii) **Adversative conjunctions:** Those conjunctions which are used to join contrasting words, statements or sentences are called adversative conjunctions.

Examples:

- He is mischievous **yet** everyone loves him.
 - He started early **still** he couldn't catch the bus.
- (iii) **Alternative conjunctions:** Those conjunctions that join words, or sentences having choices or alternatives are called alternative conjunctions.

Examples:

- (i) Do the homework **or** you will be punished.
- (ii) Study hard **otherwise** you will fail.

(iv) **Illative conjunctions:** Those conjunctions which are used for the purpose of inference are called illative conjunctions.

Examples:

- (i) We are getting late, **so** we must hurry.
- (ii) He worked hard, **therefore** he succeeded.

(iii) This quadrilateral has four equal sides, **hence** it is a square.

2. **Subordinate Conjunctions:** Subordinate conjunctions are those conjunctions which join two clauses of *unequal rank* or importance. In other words, they join an independent and a dependent clause.

Some common subordinate conjunctions are **if, that, though, till, before, as when, while**, etc.

Subordinate conjunctions commonly join words or sentences concerned with time, place, cause, result, condition, comparison, manner, etc. Hence on the basis of their use they may be classified as follows:

1. Time:

- (i) Make hay **while** the sun shines.
- (ii) He arrived home **after** father had left.
- (iii) Sit here quietly **till** I bring some food for you.

2. Place:

- (i) Let me remember **where** I kept the wallet.
- (ii) You will find me **wherever** you go.

3. Cause:

- (i) He missed the class yesterday **since** he was unwell.
- (ii) He was suspended **because** of his misbehavior.

4. Result

- (i) This box is so heavy **that** I cannot lift it.
- (ii) This is such a tough problem **that** nobody can solve it.
- (iii) **Although** the room is small, it is attractively decorated.
- (iv) He had all the documents, **however** he wasn't allowed to go in.

5. Condition

- (i) You won't reach there in time **unless** you hasten your speed.
- (ii) He became more and more responsible **as** he grew.
- (iii) She was humming a song **as** she was getting ready.

6. Manner

- (i) He did the work **as** I had asked him to do
- (ii) She didn't know **how** to approach.

7. Contrast

- (i) **Though** he had an umbrella with him, he was completely drenched.

4.11. Non-finites: The participle , Gerund, The Infinitive

PARTICIPLE

Look at the following sentence:

A rolling stone gathers no moss.

In this sentence, the word **rolling** qualifies the noun **stone**. It, therefore, acts as an adjective. But it is also a verb. Such words which are partly adjective and partly verb are called participles.

KINDS OF PARTICIPLES

There are two kinds of Participles:

- (i) The Present Participle.
- (ii) The Past Participle.
- (i) **The Present Participle:** The Present Participle is used to depict an in- complete action or an action which is still in progress. It always ends in **–ing**.

Examples:

- Look! A **shooting** star has just passed by.
- Why don't you do something about your **running** nose.
- No one was able to calm the **crying** child.
- Our **cycling** team has arrived for the competition.
- (ii) **The past participle:** The past participle is used to denote a complete action. It usually ends in **-d, ed, t,en**, etc.

Examples:

- His **tattered** coat needs mending.
- The **lost** bag was found inside the dustbin.
- The **injured** boy was rushed to hospital.
- We saw a few trees **laden** with fruits.

Correct use of participle:

Since a participle qualifies a noun or pronoun, it (the noun or pronoun qualified by the participle) must always be mentioned whenever a Participle is used. The following sentences show the wrong use of Participles;

Wrong: Reaching home, the party had already begun.

Correct: Reaching home, I found that the party had already begun.

Wrong: Being cloudy, we decided to take the umbrella along.

Correct: The weather being cloudy, we decided to take the umbrella along.

GERUND

Read the following sentences:

1. Swimming is a good exercise.
2. Parking is prohibited here.
3. That was a clever thinking on your part.

In these sentences, the words **swimming, parking, thinking** are verbs but they also behave as nouns. Such words which are actually verbs but act as nouns in sentences are called Gerunds. **A gerund is used in following ways:**

1. As a Subject of a verb, **e.g.**
 - **Cycling** is a good exercise.
 - **Mountaineering** is a great adventure sport.
 - **Jogging** is good for health.
2. As an Object of a verb, **e.g.**

- She is good at **singing**.
- He is bad at **reading**.
- 3. As an Object of a Preposition, **e.g.**
 - He is fond of **dancing**.
 - I am sick of **listening** to old songs.
- 4. As a complement of a verb, **e.g.**
 - **Seeing** is **believing**.
- 5. To denote prohibition, **e.g.**
 - No **smoking**.
 - No **trespassing**.
- 6. After the verb **go**, **e.g.**
 - We will go **shopping** tomorrow.
 - They went **fishing** this evening.
- 7. After verbs like **dislike**, **avoid**, etc., **e.g.**
 - She dislikes **painting**
 - I avoid **carrying** polythene bags.
- 8. After the phrases like **is no use**, **is not worth**, etc.
 - There is no use **crying** over spilt milk.
 - This movie is not worth **watching**.

Infinitives

Read the following sentences:

1. He always washes his hands before eating.
2. It is a good habit to wash our hands before eating.

In sentence 1, the verb **washes** has **he** as its Subject. It is therefore limited by Number and Person of the Subject. Hence, it is a finite verb.

In sentence 2, **to wash** has no subject. It is therefore not bound by Number or Person. Such verbs which are not bound by Number or Person of the subject are called Infinitives.

An infinitive works as a Noun because it can be used as the Subject of a verb and the Object of a transitive verb.

Uses of the Infinitive

The infinitives are used:

1. As a Subject of Verb

Examples

- To err is human.
- To retreat was impossible.

2. As an Object of a verb

Examples

- She loves to dance.
- He likes to play cricket

3. As a Complement of a Verb

Example

- Our custom is to pray the Sun God early morning.

4. As the object of a Preposition.**Example:**

- The match is about to begin.

5. To qualify a Verb.**Examples:**

- I came here to buy dresses.
- She called to invite us.

6. To qualify an Adjective**Examples:**

- Children are curious to learn.
- This music is pleasant to listen to.

7. To qualify a Noun**Example:**

- Now is the time to celebrate.
- This is a book to read.

8. To qualify a sentence.**Example:**

- I was taken aback so to speak.

Note: Although **to** is generally used with the infinitive, but when used in the sense of exception, **to** before the infinitive is omitted after **than** and **but**.

- (i) We did nothing but sing and dance at this party.
- (ii) I prefer to rise than walk.

UNIT 5: EVALUATION

- 5.1 Concept of evaluation
- 5.2 Tools and techniques of language evaluation
- 5.3 Continuous and comprehensive evaluation
- 5.4 Preparation of student's portfolio
- 5.5 Maintaining anecdotal records of students
- 5.6 Observation of student's performance/behavior in class

5.1 Concept of Evaluation

Evaluation is the process of finding out the extent to which the desired changes have taken place in the pupils. It, therefore, requires collection of evidence regarding growth or process, so as to use that information for decision making.

In this way, information gathering, judgement making and decision making are the three phases of the process of evaluation.

Thus, continuous evaluation means a regular assessment of the pupils' development in school. Besides, being a continuous experience, evaluation is a cumulative and thus becomes comprehensive. Teachers are supposed to judge the performance of the students. All types of achievements of the students, scholastic and co-scholastic are evaluated continuously for the whole session.

Evaluation in English

For evaluating the four language skills of listening, speaking, reading and writing continuous assessment is necessary as the progress and processes of the development of these skills can be evaluated only through continuous assessment which is formative in nature. The purpose of this kind of evaluation is the assessment during the process of learning for its improvement.

The continuous assessment in English includes assessment of conversational skills which is to be done using oral technique and also observation technique. It also includes unit tests, half yearly exams and assignments which use the written mode.

5.2 Tools and Techniques of Language Evaluation

Assessment of language needs to be integrated with the ongoing teaching-learning processes in classrooms. Continuous assessment using a variety of techniques makes it possible to assess all the four language skills through observation, oral testing, written tasks etc.

For assessing the process of learning, it is important to involve learners in the assessment of their own work.

Self assessment and peer assessment motivate students to do better. Self appraisal helps to increase children's awareness of their own strengths and weaknesses. The techniques that can be used more for assessing children's learning progress and their proficiency in English language are discussed below:-

Oral Technique

For assessing the skills of listening and speaking the oral technique is to be used.

- i. Answering Questions : This is a useful method for assessing the use of vocabulary and various structures in addition to pronunciation and intonation. In this, children are asked questions of various types and she/he is required to answer them. Some questions may be simple, requiring one word to one sentence answers, whereas others may require long answers.
- ii. Story telling: While using this, the learner is told a story by the teacher or he/she is given a story for reading. After this, she/he is asked to tell the story in her/his own words and assessment is made of how well she/he reproduces the original story.
- iii. Reading aloud: For improving pronunciation, reading aloud is a good activity. It can also be used for assessing oral production. Dialogues, short conversation pieces, parts of a play or passages from a textbook can be given to children to read aloud. The assessment may be made on specific points like pronunciation of vowel sounds and consonants, intonation patterns, stress etc.
- iv. Describing things, actions etc.: In this, the child is shown an object, a picture or an action and asked to describe it. The description can range from one sentence to 2 to 4 sentences depending on the child's age, level of development and class.

Observation Technique

For assessing the listening and speaking skills of children, informal observation technique can be used and which incidentally is being used in some schools. Teachers can observe children's use of language while participating in the English classes.

Written Technique

This is used for unit tests, class tests, term tests, half yearly and annual examinations. Classwork and home assignments involving written work can also be used to assess children's writing ability. Reading skill should also be tested continuously. Teachers can use various types of passages like a story, instructions, descriptions, dramatic pieces, biographies etc. and ask short questions, gap-filling, completion type, word attack questions and table completion. At the primary level, the questions do not require lengthy writing.

While marking the answers for reading tasks, it is important to remember that it is not a test of writing. Thus, children should not be punished for errors in spelling, punctuation and grammar.

Writing short poems is also another written technique (for children at class iv and v).

Self- Assessment

Self-assessment is an important technique of making children aware of their own learning. In continuous assessment, opportunities need to be provided to the child to reflect upon his/her own learning and assess his/her own strengths and weaknesses. This gives children a sense of involvement in learning and motivates them.

Peer Assessment

Involvement of a child's friends and peers in assessment of learning is a useful technique

while assessing children continuously in class. Peers help each other in training various sentences, thus improving their own language. In written work, this technique is useful, especially where the questions are very short or objective type. Teachers can involve children in checking each other's answer books.

5.3 Continuous and comprehensive Evaluation

The term 'continuous' refers to regularity in assessment. The growth of a child is a continuous process. Therefore, the students' progress should be evaluated continuously which means that evaluation has to be completely integrated with the teaching and learning process.

That way our testing will become comprehensive as it will take care of all the three domains for all round development of the learner in both the scholastic and co-scholastic areas. It should give place to unit tests which should be administered regularly to judge overall personality of the child in the light of the objectives fixed up.

Characteristics of Continuous Evaluation

1. Continuous evaluation is basically formative in nature and is school based. It is to be carried out by the teachers teaching a particular class.
2. The purpose of continuous evaluation is mainly improvement in learning. For this, learning gaps and weaknesses are diagnosed so that remedial measures can be provided.
3. Multiple techniques of evaluation need to be used for continuous evaluation. These include not only written tests but oral tests, assignments, projects, observation, peer evaluation, self-appraisal etc.
4. Continuous evaluation is a part of daily routine for a teacher.

5.4 Preparation of student's portfolio

An important part of the assessment process is the use of folders or portfolios. A language portfolio is a collection of a child's work that demonstrates her/his progress with reference to knowledge and skills of a particular language. Folders or portfolios may contain a child's oral or written work such as recordings of oral presentations and writing tasks (e.g. a role play/conversation, a story written by her, cross word puzzles, etc.); a collection of child's work exhibiting her/his efforts, progress and achievements in one or more language skills.

It would be useful in language teaching and assessment, if children are encouraged to look at their own portfolios and work again. Teachers can also maintain a diary of child's work and also help them to plan their work in terms of hours and days. This will give children a sense of achievement. Portfolios can help everyone to understand what children know and can do, what they have learnt, and what they need to learn. The digital portfolio is a collection of all the students' best work that has saved to computer files. Links to these files

are organized into a navigable format such as a power point presentation or a web page, making it easy for other people to explore and assess the work.

Given below is a suggested list of what folders or portfolios for different classes may include:

Classes I-II

- Pictures, drawings, journal activities and writing samples(including spelling and handwriting samples)
- Teachers' observations and comments
- Audio or Video tapes of oral activities and presentations, wherever possible

Classes III-IV

- Reading responses, journal entries, etc.
- Samples of dictation and translation of simple texts. Writing samples and reports
- Group and self-evaluation records
- Unit tests, quizzes, cloze-procedures, reports etc.
- Teachers' observations and comments
- Audio or Video tapes of oral activities and presentations wherever possible

5.5 Maintaining Anecdotal Records of Students

Record keeping is an important part of any evaluation process. The teacher should prepare a record sheet for each student indicating the different skills to be tested, number of tests taken and the students' grades or marks in each test. Home assignment done by the student, use of library, practical work done on the language laboratory should also be recorded.

5.6 Observation of students' performance/ behavior in class

It is important that teachers should observe children's use of language while participating in the English classes. This kind of informal assessment should be a regular, ongoing activity throughout the school year. Teachers should organize pair work, group work etc. and set up an oral activity in class so as to give an opportunity to all children to engage in listening and speaking. For assessing oral skills, children can be rated on specific points i.e. pronunciation, vocabulary, structure and general fluency. Thus while assessing, recording can also be undertaken simultaneously.

Unit 6: Lesson Plan

- 6.1 Meaning and importance of lesson plan
- 6.2 Salient feature of lesson plan
- 6.3 Steps in developing a lesson plan
- 6.4 Developing a language lesson plan

Lesson plan

Planning is undoubtedly an important aspect in all the spheres of life. If we talk about teaching, then all depends on the efficiency and intelligence of the teacher how she/he plans. The teacher should know beforehand what to teach and how to teach. Lesson plan is a plan of actions which includes the objectives, strategies, material and methods of teaching.

6.1. Meaning and importance of lesson plan

Planning plays an important part in the successful execution of any task. It is so in the case of teaching also. The teacher knows the syllabus, textbooks and other instructional material and activities that he has to cover during the year. Planning will enable him to break up the course in convenient units for each term, each month and each week.

Lesson plan also enables the teacher to ensure that he does not over-emphasize one skill to the neglect of other.

Another advantage of lesson planning is that the teacher is able to prepare his lessons thoroughly, for he spends a good deal of time on their preparation.

Lesson planning is very important as

- (i) It ensures balance in language skills: listening, speaking, reading and writing.
- (ii) It helps one to be organized and systematic.
- (iii) It helps in achieving the desired aims and objectives.
- (iv) It becomes a permanent record.
- (v) Continuity can be maintained.
- (vi) Time of the teacher as well as students is saved.
- (vii) Teacher can be sure and confident.

6.2 Salient features of a lesson plan

A good lesson plan is a pre-requisite to good teaching. The teacher must know beforehand what he is going to take up in a particular period and how he is going to put across the new linguistic material.

Three Phases of Lesson Planning

- i) *Pre-Teaching Planning*: Before coming to the class she/he thinks and plans about what and how aspects like, which method and audio-visual aids will be helpful.

- ii) *Planning During Teaching:* During teaching in the classroom she/he plans the teaching activities, chalkboard work and using A.V. aids etc.
- iii) *Post-Teaching Planning:* After classroom teaching she/he analyses whether the objectives have been achieved.

Characteristics of a Good Lesson Plan

A good lesson plan is a key to success. It has the following characteristics:

- (1) It clarifies the general aims and behavioural objectives.
- (2) Selection of teaching aids is proper.
- (3) It is free from unnecessary repetition.
- (4) Students' involvement is always there.
- (5) Teaching-learning and evaluation go hand in hand.

6.3 Steps in Developing a Lesson Plan

Herbertian Steps of Planning

- (1) Preparation or introduction
- (2) Presentation
- (3) Generalization
- (4) Application
- (5) Recapitulation

(a) Steps in an Intensive Reading Lesson

- (i) Introduction or revision
 - (ii) Model Reading by the teacher
 - (iii) Word study
- (iv) Silent Reading by the pupils
 - (i) Comprehension questions to test the pupils' grasp of structures, vocabulary and subject matter
 - (ii) Model Reading by the teacher
 - (iii) Loud Reading by the pupils
 - (iv) Written exercises based on the unit

(b) Steps in Supplementary or Extensive Reading

- (i) Brief explanation of the meanings of new vocabulary items
- (ii) Silent reading by the pupils
- (iii) Questions testing comprehension of the ideas expressed by the reading material
- (iv) Written work based on the above. (This is optional.)

(c) Steps in a Poem

- i. Brief introduction about subject matter of the poem
- ii. Model reading of the poem by the teacher
- iii. Meanings and explanation
- iv. Silent reading by the pupils
- v. Questions to aid comprehension and appreciation of the poem.
- vi. Reading aloud of the poem by teacher and pupils

(d) Steps in a Grammar Lesson

- i. Oral revision of previously taught things and vocabulary items
- ii. Presentation of the new structure/content by creating appropriate situations
- iii. Practice by the pupils through
 - (a) Oral drills
 - (b) Reading based on oral work
 - (c) Writing based on reading
 - (d) New words
- iv. Oral and written application of the new grammatical content/structure

6.4 Developing a Language Lesson Plan

As a teacher you should know that there is no any set format which you can use for all lessons. However, we include for you some different sets of format for each lesson.

1. Lesson Plan based on Prose

Date:		Class:
Period:	Subject: English	No. of students:35
Time : 40 minutes	Topic: prose	Sub-topic:Nasruddin's Aim

One day, Nasruddin was chatting with his friends. He began to boast, No one can match my skill in archery.

I string the bow, take aim, and shoot the arrow.....wh.....o.....o.....sh.

The arrow is sure to hit right on the target."

Hearing this, one of his friends immediately brought a bow and some arrows. Giving them to Nasruddin, he said, "Here, Nasruddin! Take this bow and arrows," Then pointing towards a target, he said," Aim at that target and shoot an arrow."

Nasruddin held the bow in his hands, strung it, aimed at the target and shot an arrow.

Wh.....O.....O.....O.....O.....sh

Phase-1 (Pre-active Phase)

Teaching aids: A picture/actual bow and arrow, classroom objects such as blackboard, chalk pictures in the book etc.

General aims:

1. To enable the pupils to read English with comprehension.
2. To enable them to understand English when spoken.
3. To enable them to speak and write English.

Specific aims:

1. To enable the pupils to grasp the idea contained in the paragraph.

2.To add the following new words to their vocabulary:

Chat, skill, archery, immediately, towards, boast.

Phase-II (Interactive Phase)

Testing of the Previous Knowledge: The pupils have already seen a bow and arrow. The teacher shows them the picture or actual bow and arrow and asks the following questions:-

1. What is this?
2. Have you ever used it?
3. Does your father use it?
4. Have you ever aimed at any target with it?

Teaching points	Teacher's activity/Pupils' activity	Evaluation
1. Announcement of the topic	After testing the previous knowledge, the teacher will announce the topic, "Today we shall read the lesson 'Nasruddin's Aim' and find out how his aim was. After the announcement he writes the name of the sub-topic on the chalkboard. The pupils listen to his words carefully and give answer to his questions.	<ol style="list-style-type: none">1. What is the name of the topic we are going to read?2. Whose aim?
2. Introduction	Nasruddin was a talkative man. He had a bow and arrow. He always talked too much with his friends. He said that his aim was very good and therefore he could hit any target. Was he right? Let us read the lesson.	<ol style="list-style-type: none">1. What kind of man Nasruddin was?2. What did he say about his aim?
3. First Model Reading	The teacher will read out the passage. He will pay full attention to pronunciation and intonation. The pupils will listen to him with their books closed. This provides practice to the pupils in aural comprehension. They will look at the words at the time of the second model reading. The teacher will put the general questions to test overall understanding of the passage.	<ol style="list-style-type: none">1. What was Nasruddin doing one day?2. Who brought a bow and some arrows?
4. Word study and Pronunciation Drill	The teacher will now explain the words listed above. He will write the meanings of the words on the chalkboard and	<ol style="list-style-type: none">1. Make a sentence with the word, skill.2. What is the sentence with archery in

	<p>use them in sentences. He will direct the pupils to copy them on their notebooks. He will make them pronounce the difficult words also.</p> <p>Chalkboard</p> <p>Chat-talk in a friendly way. They were chatting in the corner.</p> <p>Skill-ability to do something well Mohan has a good skill in drawing.</p>	<p>the lesson.</p> <p>3. Write a sentence with the word immediately.</p>
		4.
5.Silent reading by the pupils	The teacher will ask the pupils to read the passage silently. He will ensure that they do not move their lips during silent reading and do not put their fingers beneath the words.	
6.Testing the comprehension	After silent reading, the pupils will be asked questions in order to test their assimilation of the subject matter.	<p>1. Who was chatting with his friends?</p> <p>2. What did Nasruddin boast about?</p> <p>3. Who brought about a bow and some arrows?</p> <p>4. What did his friend tell Nasruddin to do?</p> <p>a.To aim at the target b.To shoot an arrow c.To aim and to shoot both.</p>
7.Second model reading by teacher	The teacher reads out the passage again. This time the books of the pupils will be open and they will look at the words read by the teacher.	
8.Reading aloud by the pupils	The pupils will be invited to read aloud three or four sentences each. The words mispronounced by them will be corrected	

9.Drill work	Individual, group or choral drill will be given to provide practice in the use of correct forms.	
10.Recapitulation	The pupils will be asked various questions to recapitulate what they have learnt in the period.	1. What was Nasruddin doing one day? 2. Who brought some arrows and a bow? 3. What did Nasruddin boast about? 4. Nasruddin was skillful in
11.Home assignment	Pupils will be asked to use the new words written on the chalkboard in the sentences of their own as homework.	

(2) Lesson plan based on Poetry

Date-	Subject-	Class-
Period-	Topic-Poetry	No. of Students-
Time-	Sub-topic-wake up!	Name of the teacher-

Wake up!

Wake up! Wake up!

It's a lovely day.

Oh! Please get up

And come and play.

The birds are singing in the trees.

And you can hear the buzzing bees.

Cheep- cheep- cheep

Wake up! Wake up!

It's a lovely day'

Oh! Please get up

And come and play.

It's much too late to lie in bed,

So hurry up, you sleepy head.

Wash and dress

And come on out-

Everyone is up and about.

The cow, the horses, the ducks

And the sheep,

The tiniest chicken

Wake up!

- Aims**
- (a) To enable the pupils to visualize the morning scene as seen by the poet.
 - (b) To enable them to read the poem
 - (c) To enable them to enjoy the poem.

Testing of the previous knowledge. The teacher will ask the following questions to test the previous knowledge of the pupils:-

1. When do you wake up after sleeping at night?
 - a. In the morning
 - b. In the afternoon
 - c. In the evening
2. Have you seen the birds?
3. Can you name some of them?

Announcement of the topic. The poem we are going to study today is entitled 'Wake up'.

Introduction. The poem is written by C. Fletcher. In this poem, he has suggested the children to wake up early in the morning because the birds and the bees wake up and sing at the same time. The cow, the horses, the ducks, the sheep, the chicken all are out of bed and active.

Reading. The teacher reads the poem bringing out its rhythm and rhyme and the atmosphere of joy. First, the poem is read with the pupils keeping their books closed.

Word-meanings. The teacher explains the meaning of the difficult words.

Chalkboard

Date-	Subject- English	Class-
Period-	Topic- Poetry	No. of students
Time-	Sub-topic-Wake up	Name of the teacher-
Lines-	<div>1. Wake- stop sleeping</div> <div>2. lovely- very beautiful</div> <div>6. buzzing- making a humming sound</div> <div>12. hurry- move quickly</div> <div>12. sleepy head- the head ready for sleep</div> <div>15. up and about- out of bed and active again</div>	

Explanation. The poet suggests the children to stop sleeping in the morning. He requests them to play like birds and bees. The birds are busy in singing and the bees in buzzing at that moment. He motivates them to move quickly from the bed as it is a very beautiful morning. He says that everyone like the cow, the horse, the duck and even the tiniest chicken is out of bed and active again after having a sleep at the night.

Silent Reading by the pupils. The pupils read the poem silently.

Comprehension and appreciation. The teacher now reads the poem stanza by stanza and puts some questions to the students enabling them to concentrate on the words of the poem and thereby appreciate it.

- Stanza 1.**
- (i) Which word suggests that the day is very beautiful?
 - (ii) What are the birds doing?
 - (iii) What are the bees doing?
 - (iv) Which words rhyme in this stanza?
- Stanza 2.**
- (i) Which line suggests that it is not the time to lie in bed?
 - (ii) Why does the poet call the child 'sleepy head'?
 - (iii) Which words rhyme in this stanza?
- Stanza 3.**
- (i) Which animals are out of bed and active again?
 - (ii) What is the voice of the chicken?
 - (iii) Which words rhyme in this stanza?

Final Reading. The teacher reads out the whole poem once again and the pupils also read it out.

Recapitulation. In order to recapitulate, the teacher asks the following questions-

1. What is the name of the poem?
2. Who is the poet?
3. What are the birds doing in the morning?
4. Why does the poet call the child sleepy head?
5. What is the voice of the chicken?

Home assignment. Pupils will be asked to memorize the whole poem as their homework.

(3) Lesson Plan Based on Grammar

PT's Name-

R.N.

Subject- English

Class- IV

Topic- Grammar (Noun: Number)

Duration-40 Minutes

Phase I (Pre-active Phase)

General Aims

1. To enable the students to write and speak good English.
2. To enhance students' comprehension of English grammar.
3. To create students' interest in English.
4. To improve their vocabulary.

Behavioural Objectives

1. Students will come to know about the Singular and Plural Number.
2. Students will be able to form Plural Nouns and use them in their daily life.

General Teaching Aids

A well-equipped classroom, pieces of chalk, duster, chalkboard, pointer, etc.

Instructional Teaching Aids

A Chart showing Singular Nouns and Plural Nouns

Previous Knowledge Assumed

Students are well aware of Nouns.

Phase II (Inter-active Phase)

Testing of Previous Knowledge

The teacher will ask the following questions to test the previous knowledge of the students-

- i. Can you give some examples of Noun?
- ii. Is Noun the name of person, place or things?
- iii. Identify the nouns in the following sentences-
 - a. He is a boy.
 - b. She is a girl.
 - c. It is a table.
 - d. They are boys.
 - e. They are girls.
 - f. There are many tables in a school.
- iv. How many numbers are there of a Common Noun?

Announcement of the Topic

Finding the students unable to answer pupil teacher will announce, 'We shall study about Number of Noun.

Presentation

Pupil teacher will develop the lesson with the active involvement of students.

Teaching points	Teacher's activity/Blackboard work	Pupil's activity	Evaluation										
Kinds of Number	<p>The teacher will write some Common Nouns on the chalkboard- Boy, girl, cow, table, calf. He will further say that Nouns denoting a single person or thing are said to be in the Singular Number.</p> <p>The teacher will again write the same words adding `s' to them.</p> <p>Boys, girls, cows, tables, calves</p> <p>Nouns denoting more than one person or thing are said to be in the Plural Number.</p>	The pupils will listen carefully and write the words written on the chalkboard.	<ol style="list-style-type: none">1. Write some other Common Nouns.2. What does Singular Number denote?3. What does Plural Number denote?										
Rules For Forming Plural Nouns Rule 1. The plural of most nouns is generally formed by	<table><tr><td>Singular</td><td>Plural</td></tr><tr><td>girl</td><td>girls</td></tr><tr><td>dog</td><td>dogs</td></tr><tr><td>pot</td><td>pots</td></tr><tr><td>table</td><td>tables</td></tr></table>	Singular	Plural	girl	girls	dog	dogs	pot	pots	table	tables	The pupils will note down the words and listen to the teacher carefully.	Change these words into Plural- Hen, star, jug, son. Fill in the blanks- I have a dog.
Singular	Plural												
girl	girls												
dog	dogs												
pot	pots												
table	tables												

adding –s to the singular form of the noun.	The plural of most nouns is generally formed by adding –s to the singular form of the noun.	They fill in the blanks adding `s’ to the words and change them into plural.	I have two-----. There is a pot. There are three -----. Give me a table. Give me five -----.										
Rule 2. The plural of nouns ending in s, z, x, sh, and ch is formed by adding –es to the singular form of the noun.	<table><tr><td>Singular</td><td>Plural</td></tr><tr><td>glass</td><td>glasses</td></tr><tr><td>fox</td><td>foxes</td></tr><tr><td>fish</td><td>fishes</td></tr><tr><td>watch</td><td>watches</td></tr></table>	Singular	Plural	glass	glasses	fox	foxes	fish	fishes	watch	watches	Hens, stars, jugs, sons Dogs, pots, tables.	Change these words into Plural-
Singular	Plural												
glass	glasses												
fox	foxes												
fish	fishes												
watch	watches												
Rule 3. The plural of nouns ending in –y preceded by a consonant is formed into a plural by replacing –y with –ies .	<table><tr><td>Singular</td><td>Plural</td></tr><tr><td>lady</td><td>ladies</td></tr><tr><td>baby</td><td>babies</td></tr><tr><td>beauty</td><td></td></tr><tr><td>beauties</td><td></td></tr></table>	Singular	Plural	lady	ladies	baby	babies	beauty		beauties		Classes Dresses Brushes Ponies Skies Duties	Class Dress Brush Pony Sky Duty
Singular	Plural												
lady	ladies												
baby	babies												
beauty													
beauties													
Rule 4. If a noun ending in y is preceded by a vowel, then its plural is formed by adding only –s to the singular form.	<table><tr><td>Singular</td><td>Plural</td></tr><tr><td>boy</td><td>boys</td></tr><tr><td>day</td><td>days</td></tr><tr><td>essay</td><td>essays</td></tr><tr><td>valley</td><td>valleys</td></tr></table>	Singular	Plural	boy	boys	day	days	essay	essays	valley	valleys		
Singular	Plural												
boy	boys												
day	days												
essay	essays												
valley	valleys												
Reading	The teacher reads out the sentences and words from the chalkboard.	The pupils speak after him. Then the individual pupils are asked to read.											
Writing	The teacher asks pupils to write all the rules from the chalkboard.	The pupils write them.											
Application	The teacher shows a chart paper to the class on which some pictures are there and asks some questions.	Yes, there are girls in the picture. Yes, there are boys in the picture. Yes, there are five horses.	Are there girls in the picture? Are there boys in the picture? Are there five horses?										
	Phase III (Post-active	Phase)											
Recapitulation	The teacher recapitulates all the items taught to the pupils.		1. How many kinds of Number are there? 2. How many										

			<p>rules have you read so far for forming plural nouns?</p> <p>3. Change into Plural- Ass, cow, boy, bench</p>
Home-assignment	<p>The teacher writes some singular nouns to be changed into plural nouns as homework.</p> <p>Rock, star, jug, class, dress, brush, pony, bench, bush, theory, sky, duty.</p>	The pupils note down the words.	

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