

D.El.Ed.

DIPLOMA IN
ELEMENTARY EDUCATION

प्रारंभिक शिक्षा में पत्रोपायि
(डी.एल.एड.)

English Language Proficiency First Year



**State Council of Educational Research and
Training Chhattisgarh, Raipur**

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a **[SOVEREIGN, SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the **[unity and integrity of the Nation]**;

IN OUR CONSTITUENT ASSEMBLY
this twenty –sixth day of November, 1949 do
**HEREBY ADOPT, ENACT AND GIVE TO
OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f.3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f.3.1.1977)

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Diploma in Elementary Education (D.El.Ed.)

English Language Proficiency

First Year

Publication Year -2021



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English Language Proficiency

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Preface

The perspective on teacher education, like any other developmental endeavour, keeps evolving and emerging with fresh insight to cater to the changing requirements and demands of the society.

In the Yashpal committee report named ‘Learning without Burden’, it has been stated that inadequate teacher preparation affects the quality of teaching and learning. Kothari commission (1964-660 has recommended that teachers should be developed as skilled professionals. The topics for teacher preparation should be abreast of times. The teacher education programmes should focus on self- learning and independent thinking.

The National Curriculum Framework-2005 has also underlined the changing role of teachers. Today it is important for the teachers to understand the children, their behavior in the class, creating a conducive environment for children to learn, sustain children’s curiosity, providing them opportunities for self-expression and give due place to their experiences.

The emphasis is on preparing the teachers to meet the demands of the current situation. Hence the teacher-role is all the more accountable and important. With this perspective it is necessary to make teacher education more effective. National Curriculum Framework 2005 has demanded some fundamental changes in teacher education to ensure that the teachers serve as encouraging facilitators, to make learning easy , help children realize their physical and mental potential , help children to develop the expected social and human values and render their services as responsible citizens.

The question is how to prepare the teachers? It is important for the teachers to get trained and to get school experience before they start their service in schools. For this purpose, the curriculum

of teacher education needs to be revised. In this context, the D.El Ed. syllabus has been revised.

Learning materials are beyond teaching methods and focus on aspects like understanding education, schools subjects, learning styles, and the relation between the society and education. The syllabus focuses more on understanding the school subjects than on the methodology. Apart from that, understanding the nuances of educational philosophy, the fundamentals of syllabus and understanding the different learning styles have also been included.

Some of the materials in the textbook have been taken from different sources to ensure that our prospective teachers get access to the best of the materials. We are very thankful to the writers and publishers whose materials have enriched this textbook.

We are indebted to all those who have contributed directly or indirectly to developing this learning material. We are thankful to the writers of the book. We look forward to the critique from the pupil-teachers, the educationists and other intellectuals from across the society so as to give a better shape to this learning material.

Thanks

Director

State Council of Educational Research and Training

Chhattisgarh, Raipur

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UNIT-1

Learning English as Second Language in India

1.0 Introduction

What a tremendous journey English Language has made in our multilingual India! Once it was a foreign language; it has now been crowned as the second language (L2) of the country in spite of so many well-established Indian languages. Though English has acquired a prestigious position in our society, its learning and teaching has always been challenging. If the learners are enabled to learn English almost in the same way which they used in acquiring the mother tongue, they will naturally have a pretty good command of English as well.

1.1 After going through this unit we will be able to:

- discuss why learning English is so important in India.
- express the challenges of learning and teaching of English as L2 in India.
- state how learning the mother tongue/first language is different from learning L2.
- enable the learners to 'acquire' English as a second language.

1.2 Why English in India?

Is there any province in India where English is not introduced as the second language in Hindi/regional language medium school right from class-1? India has the third largest English - using population in the world, after the USA and the UK.

English will continue to enjoy its prestigious position as the L2 because it is

- Recognized in the Indian Constitution as the associated subsidiary official language.
- a link/service for inter - province communication.
- a library language.

acquired = received, got, gained. prestigious = respectable, reputable

- a language of science and technology.
- a language of more and better opportunities
- a language of trade and commerce
- a global language (international language)

1.2.1 Reflection:

- English is an international language.
- English is a link (service) language
- English is a library language.

1.2.2 Assignment

Make a list of the 10 languages used by the highest number of people. Should we have any of these languages in the school syllabus? Give your opinion.

1.2.3 Review Questions

Would it be a good idea to remove English Language from the school syllabus? Explain.

1.3 What does learning a language basically mean?

Learning a language basically means learning to communicate in the target language. To communicate in a language one needs to be skillful in listening, speaking, reading and writing (LSRW) in the language and be well-versed in grammar and vocabulary of the language.

Objectives of learning English as L2 at the school level

To enable the learners to

- listen to English and to understand it (Listening Skills).
- speak English with working command (Speaking Skills).
- read and understand English : reading aloud at the primary level and then gradually move towards silent reading (Reading Skills).

- write English on their own with relevance and clarity (Writing Skills).
- understand enjoy and appreciate English poems (Literary Skills).
- have a working command of grammar, use vocabulary (words) appropriately.
- become self-dependent in learning English (Study Skills).

Challenges of learning/teaching English as L2

- limited time: how much time does the child get to learn the mother tongue and how much for English.
- limited exposure to English.
- untrained / inadequately qualified teachers of English.
- lack of motivation.
- the structure of English is different from that of the mother tongue.

1.3.1 Reflection:

What can you do to get more exposure to English? Discuss.

1.3.2 Assignment:

Would you like to talk fluently in English? What stops you from fulfilling this desire? Talk to at least 10 classmates. Write down your observations.

1.3.3 Review Questions:

In 1.3 challenges of teaching and learning English are given. Share some tips to overcome these challenges.

1.4 How learning the mother tongue/first language is different from learning L2 (the second language)

Human beings alone have the ability to use language. One of the marvels of creation is how a child acquires the ability to speak his/her mother tongue so fluently and accurately.

First Language Acquisition

It is very interesting for us, as teachers, to observe children acquiring their mother tongue. Have we noticed the basic requirements for mother tongue acquisition?

The basic requirements essential for mother tongue acquisition are as follows:

- Ability to hear
- Interaction in mother tongue ?

Difference between Language Acquisition and Language Learning

The term 'acquisition' is associated with L1 (the mother tongue or the regional language) and the term 'learning' is used for L2. The distinction between these two terms may be tabulated as follows:

Table 1.1

Acquisition	Learning
informal	formal
subconscious (unaware of grammatical rules)	conscious (direct instruction in the rules of language)
implicit/indirect	explicit/direct
effortless	requires effort
picked up	'learnt'
always successful	not very successful
picking up a language	studying a language

A working definition of Language Learning and Language Acquisition:

Language Learning is a formal and a conscious process which is very less successful. Language acquisition is an informal and a non-conscious process which is always successful. Language acquisition is the gradual development of ability in a language. Language acquisition happens naturally in communicative situations.

1.4.1 Reflective Questions:

1. You were able to express your ideas in mother tongue even before you joined school. Who taught you to use your mother tongue?
2. Had you a textbook then?
3. Did someone give you grades on the performance of the mother tongue?
4. Do children feel any strain at all while acquiring the mother tongue? Give your opinion.

1.4.2 Assignments:

Discuss with your parents about some memories that they have about your mother tongue learning when you were a kid. Write them down. Share them with your classmates. Discuss about the similarities and some marked dissimilarities.

14.3 Review Questions:

1. What difference do you find between the objectives of teaching the first language and the second language?
2. How can we as teachers, borrow the learners' L1 acquiring strategies for teaching English as L2 to our learners?

1.4.4 Reflective Questions

1. Did you learn your mother tongue intentionally (in well planned steps)?
2. What is the difference between first Language acquisition and second language learning?
3. Discuss table 1.1.

1.5 How can we help learners to acquire L2?

Our learners can acquire L2 if certain insights from the L1 context are adopted in L2 context. L2 acquisition can facilitate the procedures given below -

- by providing more and more exposure to L2 (English) so that learners have more opportunities for communication.
- by creating an informal atmosphere as against the formality of an L2 Classroom.

- by encouraging learners to focus on the meaning, not the form (grammar).
- by adopting a tolerant attitude to errors and mistakes made by learners.
- providing a pleasant and stress - free environment to L2 Learners,
- by respecting the learner's freedom to be silent until he is ready to communicate.
- by motivating the learners for genuine, authentic and real - life communication.

1.5.1 Reflection:

Give examples of classroom practices that show how acquiring English can be similar to acquiring Hindi.

1.5.2 Assignment:

Design some activities to help student of class-1 to be able to communicate with each other in English.

1.5.3 Review Questions:

1. What is the need of English language in our society?
2. What are the objectives of teaching English in our schools?
3. How is acquiring the first language different from the acquiring of second language?
4. A student tells you, "Madam/Sir, I get very good marks in English tests, but I am not able to speak English well." What is the reason for scoring good marks in tests, yet not being able to speak in English?

Unit - 2

Learning Language Skills through Language Functions

2.0 What are language functions?

When you are trying to choose the best way to express yourself in a particular situation, you must keep in mind what you are doing with your language. Are you introducing someone, describing something, (dis) agreeing with someone, asking for/giving permission or what? These are called *language functions*. **Language functions**, in other words, **are the purposes for which we speak or write.**

A context plays a very important role in learning a concept. To enable the learners to understand the use of a language function, it is generally presented through a dialogue, and then the practice of that particular language function is given.

How to classify the expressions under a language function?

The expressions under a language function are classified according to the three levels of formality:

- neutral,
- informal and
- formal.

We can, however, for our school learners, just maintain two levels: formal and informal.

2.1 Objectives:

By the end of this unit, you will be able to :

- use some language functions with greater efficiency
- get acquainted with various strategies to practice and learn language functions.

2.2 Greeting and Taking Leave

It is important to know how to use English to greet people politely when we meet them and how to end the conversation when we take leave of them. The way this is done is slightly different in formal situations (when, you are talking to a person whom you do not know very well, to a very senior person, to your teacher or your boss, for example) and in informal situations (when the person you are speaking to is a friend or a close relative).

Listen to a formal dialogue between two persons and follow the dialogue in the book. You can use the words in bold when you need to greet someone in English or to end a conversation.

ACTIVITY 1

Read aloud the dialogues given below

DIALOGUE 1 (FORMAL)

(Gita Soni and Madhu Kamar meet at the chaupal. They stay in the village, but do not know each other very well. It's three o 'clock in the afternoon.)

Madhu : Good afternoon, Mrs. Soni.

Gita : Good afternoon, Mr. Kamar. How are you?

Madhu : I'm very well, thank you. And how're you, Mrs. Soni?

Gita : I'm fine, thanks. I came to buy some stamps and inland letters.?

Madhu : I must send this card to my friend. It's her birthday next week. Have a nice day, Mrs. Soni.

Gita : Thanks, and you too. Bye!

Madhu : Goodbye!

2.2.1 Reflection

1. Specific

The two persons in the dialogue you listened to are neighbours, but they do not know each other very well. So, (a) they address each other by their titles, not by their first names: *Mrs. Naidu*, not *Gita*, and never *Mrs. Gita*, and (b) they say *Good afternoon* to greet each other, not Hello or Hi.

2. General

- When we talk, we usually say I'm ..., It's ..., How're ... instead of *I am ...*, *It is ...*, *How are ...*.
- We usually say Good morning up to twelve o'clock midday, *Good afternoon* between midday and five o'clock in the evening, and *Good evening after five*. We never say *Good night* to greet a person.
- Make sure to say Bye or *Goodbye* like the speakers you heard on the CD, with the voice moving from low to high.

ACTIVITY 2

PAIR WORK

Take turns to enact the roles of Mrs. Kamar and Mrs. Soni with a partner.

DIALOGUE 2 (INFORMAL)

(*Laskhman and Sukhram are good friends. They meet outside a restaurant after a month.*)

Sukhram : **Hello**, Lakshman!

Lakshman : Hi, Sukhi! I haven't seen you for a long time. Where were you?

Sukhram : I was busy in school, practicing for Sports Day. I was in the race.

Lakshman : How wonderful! You must've won many prizes.

Sukhram : Not many. Only three.

Lakshman : That's great, Sukhi. Congratulations!

Sukhram : Thanks. And what have you been doing? Come, let's have some coffee. We haven't met in a long time.

Lakshman : Wish I could have stayed, but I'm really late for college. Let's meet on Sunday.

Sukhram : We'll do that. Bye, bye!

Lakshman : See you!?

2.2.2 Reflection:

Lakshman and Sukhram know each other very well. So:

- Sukhram addresses Lakshman by his first name.
- Sometimes we call our friends by their pet names, just as Lakshman addresses Sukhram by his pet name, Sukhi.
- They say Hello and Hi to greet each other, not Good morning or Good afternoon.
- They say Thanks instead of Thank you. General

When speaking, we say:

- haven't for have not
- that's for that is
- we're for we are

ACTIVITY 3

PAIR WORK

Read the dialogue again and repeat each line.

ACTIVITY 4

Take turns to enact the roles of Lakshman and Sukhram with a partner.

2.2.3 Assignments:

- (a) **Read carefully the greetings suitable for different occasions of national, religious and social importance.**

Dear Fellow Citizens engaged in the task of nation building My greetings to you as ; complete 70 years of our Independence.

"I firmly believe that the festival that celebrates humanity and goodness will bolster peace, brotherhood and happiness."

"On the auspicious occasion of Idu'l Fitr, I extend greetings and good wishes to all my fellow citizens, particularly my Muslim brothers and sisters, in India and abroad."

"Felicitations to you and the friendly people of the State of Israel on the occasion of your National Day."

"I convey my heartiest greetings and good wishes to the people of our country on the joyous occasion of Shankranti."

"May the noble ideals associated with celebration of Gandhi Jayanti enrich our lives with peace, harmony and the spirit of humanity!"

- (b) **From the greetings given above, make a list of words used for greetings each other on different occasions.**

2.2.4 Review Questions:

- 1. Complete the following dialogue.**

(Shankar Sharma meets Manoj Tirki, who has recently moved in as his neighbour.)

Shankar Sharma : Good morning, Mr. Tirki. How?

Manoj Tirki : Very well. How , Mr. Sharma?

Shankar Sharma : I'm We're happy to have you as our neighbor. Do come home sometime.

Manoj Tirki : We certainly will. Thank See you then.

Shankar Sharma :

Note that we say Mr. Sharma, not Mr. Shankar.

- 2. From the two expressions in brackets, choose one that would be suitable in informal spoken English and fill in the blanks in the dialogue. After you finish, read the dialogue and practice it with a partner.**

(*Manju meets her friend Parvati after school, and they walk home together.*)

Manju : Hi, Parvati! Are you in the play for Parents' Day?

Parvati : Hi, Manju! No, our class is presenting a group song a Chhattisgarhi folk song. (It is/It's)

Manju : Wonderful! Glad. You have a great voice. (I am/I'm)

Parvati : What's your class doing? (Thank you/Thanks)

Manju : doing, 'Bhim and Draupadi.' I'm Bhim's mother.. (We're/ We are)

Parvati : Then, have to wear a sari, won't you? (You will/ you'll)

Manju : , I hope I can manage that. (Yes/No)

Parvati : Oh, you worry . (do not/don't)

Manju : , Parvati. Bye. (Thanks / Thank you)

Parvati : , (Goodbye / Bye)

3. Mr. Kumar meets Ms. Rahman, his son's teacher, at the school. Write a dialogue between them, using the outline below.

- Mr. Kumar greets Ms. Rahman.
- Ms. Rahman returns the greeting and asks him how his son, Kiran, is.
- Mr. Kumar says that Kiran is much better but that he has to rest for a week.
- Ms. Rahman says she hopes Kiran will get well soon.
- Mr. Kumar thanks her.
- They take leave of each other.

(b) Enact the conversation you have written with a partner.

4. Given below are some useful expressions to take leave. Add more expressions to the list.

- a) Excuse me for a moment/minute
- b) Excuse me I'll be back in a minute/moment.
- c) I wonder if you'd excuse me (for a moment/ a minute)
- d) Excuse me; I'll be back in a moment.
- e) Would you excuse me (for a while/two minutes), dear?
- f) Hang on, a second/moment/while.
- g) I'll be right back.
- h) Do proceed. I'll catch you up.
- i) Well, I'm afraid I must go now.
- j) I hope you don't mind, but I really have to go /must be going now.

5. Write a dialogue based on the following guidelines and enact it. (You can change items b-d.)

- a. Exchange greeting.

- b. Ask your partner about what happened in office that day. (You were on leave and did not attend office.)
- c. She/he tells you that it was a quiet day at the office. The director left for Kolkata.
- d. Thank her and say you will be in office the next day.
- e. Take leave of each other.

2.3 ENQUIRING AND GIVING INFORMATION

It is important to know how to ask for information politely and to thank people for it afterwards. 'Excuse me' and 'please' are the two most important phrases in this unit. Informal questions can be asked directly, but in formal situations a longer 'preamble' to the question is used: 'I was wondering if you could tell me' or 'I hope you don't mind my asking' .

Activity-1

Read the given dialogues in pairs.

- 1 *Amit* : Excuse me. Could you tell me the way to the library, please?
Babli : Sure. Go straight ahead and then turn left. There will be a large notice on the door.
Amit : Thanks.
 - 2 *Ganesh* : Would you mind telling me when the next bus for Chandigarh leaves?
Rohan : I'm sorry, I don't know. You'd better ask at the information counter.
 - 3 *Deepti* : Would you be kind enough to tell me where I could get my watch repaired?
Leena : Yes, certainly, madam. Here's a list of all our authorized dealers
-
- enquiring = finding, politely = respectfully.

who will accept your watch for servicing and repair.

- 4 *Charan* : Do you happen to know where I left car keys, Sheila?
Beni : I've no idea, dear.
- 5 *Bharati* : I'd like to see the latest models you've got in television sets, please.
Santosh: Definitely, sir. Please come this way.
- 6 *Jitesh* : Know anything about gems? I want to buy my wife a bracelet for her birthday.
Hiralal : I'm afraid I don't know much about precious stones. We could ask at the Government Emporium, though. They have a reliable jewellery shop.
- 7 *Rani* : Sorry to trouble you, but could you tell me if Mr. Kapoor has vacated this flat?
Devi : I'm sorry, I don't know. Perhaps you could ask the lady upstairs. I'm new here.

MAKING INQUIRIES ON THE PHONE

You often need to use the telephone to get some information or make an inquiry to find out, for ample, the time of arrival of a train or the last date for the sale of application forms or whether classes will be held on a particular day. In doing this, you have to be clear, brief and polite. This 11 make it easy for you go get the information you want. The unit will help you learn how to e English to make inquiries.

Activity -2

Listen to the dialogues below and follow them in your book.

DIALOGUE 1

(*The phone rings in a railway inquiry office.*)

- Railway inquiry* : Good afternoon. Railway inquiry.?
Caller : Could you tell me when the Rajdhani Express to Delhi leaves, please.

Railway inquiry : At 7.10 in the morning ma'am.

Caller : Is it a daily train?

Railway inquiry : No, ma'am. It runs five days a week. Monday to Friday.

Caller : Thank you very much.

Railway inquiry : My pleasure, ma'am.

DIALOGUE 2

(The phone rings in the office of Yatri Nivas. The receptionist takes the call.)

Receptionist : Good morning. Yatri Nivas.

Caller: What time does the Volvo coach leave for Shirdi, please?

Receptionist : There are two coaches to Shirdi every Friday. One at 16 hundred hours and the other at 18 hundred hours.

Caller: Could you reserve ten seats on the 6 P.M.. Coach, please.

Receptionist : In whose name should I make the booking, sir?

Caller: It's for Harish Jain and family.

Receptionist : Yes, sir. I'll repeat that. Ten seats for Mr. Harish Jain and family on the 6 o'clock, Volvo.

Caller: That's right. Thank you.

Receptionist : You're welcome, sir.

DIALOGUE 3

(The phone rings in the Railway inquiry office.)

Railway inquiry : Hello. Railway inquiry.

Caller : Good morning. Could you please tell me what the fare to Baikunthpur is? I'd like to travel by the express train.

Note that the 12-hour system of expressing time uses the numerals 1-12 followed by a.m. (from midnight until before noon) and p.m. (from noon until before midnight). Thus, 12 a.m. represents midnight, and 12 p.m. noon. Under the 24-hour system of expressing time, usually used by people, for e.g., in the travel and tourism industries, the hours are numbered from 00.00 hours spoken as zero zero zero zero hours) for midnight to 23.59 hours (spoken as twenty-three fifty-nine hours) for 11.59 p.m.

Railway inquiry : It's Rs.400.

Caller : Pardon? Could you repeat that, please.

Railway inquiry : The fare is rupees four hundred.

Caller : Thank you very much.

Railway inquiry : You're welcome, ma'am.

DIALOUGE 4

(*The phone rings in the Government Science College.*)

Office assistant : Hello. GSC.

Caller : Good afternoon. Could you tell me when you'll begin issuing application forms for the BA first year course, please?

Office assistant : From Thursday, 20th April.

Caller : What would be the price of a form?

Office assistant : Fifty rupees, ma'am.

Caller : What're your timings for the sale of the forms, please?

Office assistant : Ten to four every day, from Monday to Friday.

Caller : I would also like to know the last date for the issue of the forms, please.

Office assistant : 12th May, ma'am.

Caller : Thank you.

Office assistant : Most welcome, ma'am.

ACTIVITY -3

PAIR WORK

Read the dialogues above again and repeat the lines spoken by the person making inquiries.

ACTIVITY- 4

Enact the dialogues with a partner. Take turns so that each of you gets a chance to play the roles of the person answering the call and the person making inquiries.

ACTIVITY- 5

GROUP WORK

1. Form groups of ten.?
2. Write down five dialogues for different situations where inquiries are made on the telephone.
3. Fold the sheets of paper and jumble them up.
4. Now choose a partner and pick up one of the folded sheets.
5. Each pair can practice its dialogue and then enact it before the group.

2.3.1 Reflection:

1. (a) Given below are some expressions for enquiring.

Informal	Anytime/Anywhere	Formal
Could anyone tell me?	Anytime/Anywhere Me please,?	Sorry to trouble you, but?
Know (anything about)?	Excuse me. Do you know if/when/where/why/ anything about?	Would you be kind enough to please?
Have you (got) any idea about? (Got) Any idea.	Do you happen to know if/when/where/why/ anything about?	I hope you don't mind my asking?
Any clue (to/about)?	I'd like to know please.	I wonder if you could please tell me? Could you please give me any information about?

- b) Add more expressions to this list.**
- (c) Responding to queries about information**

Informal	Anytime/Anywhere	Formal
Yeah! Sure	Yes/Of course	Definitely/Certainly/ Gladly. I shall be delighted to.
Er, yes/A bit		
Why not?	I'm not sure. but	I'm afraid I don't have that information.
Sorry, I don't know	I'm sorry, I don't know.	
Sorry, no idea	I'm afraid I don't know anything/ much about	
	I've no idea.	

- (d) Add more expressions to this list.**

3. You are a new student in college and wish to apply for a change of subjects. You ask different people to guide you. What would be the response (reply) of the following people:
- (a) a senior student-in the canteen
 - (b) your English teacher-at his home
 - (c) the college clerk-in the office
4. You have just bought a new mobile phone and don't know how to use it. You go over to your neighbour's house to seek his help. He is not at home. You talk

to his mother. Complete the conversation below:?

You : Good morning, Mrs. Sharma.

Mrs. Sharma : Hello, Rahul! No, I'm afraid Sudhir isn't home.

You :?

Mrs. Sharma : He said he was going to visit Pradeep and then they would both sit and work in the library.

You :?

Mrs. Sharma : I couldn't say for sure, but he's usually home by six o'clock. Can I do anything to help?

You : I was wondering if Sudhir could take a look at my new mobile. I don't know to operate it.

Mrs. Sharma :?

You :?

5. Working in pairs, complete the telephone conversations below using some the expressions given above. Enact them with your partner before the whole class.

(a) *A* : Hello. Raipur Online Shopping.

B : Good evening. I have not yet received the delivery which was supposed to be made yesterday?

A :?

B : My order number is

A : We have dispatched your order

B :

A : You will definitely get it by 11 am tomorrow. Sorry for the inconvenience caused.

(b) *A* : Hello. Railway inquiries.

B : the Ahmedabad Express leave Bilaspur station,

.....

A : At 7.15 in the evening, sir.

B :

A : You're welcome.

(c) A : Good morning. Railway inquiries.

B : How many the Vishakapattanam Express go through,?

A : Daily, ma'am.

B :

A : You're welcome, ma'am.

(d) A : Hello. Panther Travels.

B : I'd four seats on the Deluxe bus to Bijapur,?

A : Could you give me the date of journey, please.

B :

A : The seats have been reserved, sir. You could pick up the tickets tomorrow evening.

B :

A : Glad to be of service, sir.

(e) A : Hello. Swift Travels.

B : Good afternoon. Could from Baikunthpur to Ambikapur,

A : It's Rs 550 for the non-A/C coach.

B : much.

A : You're welcome, ma'am.

2.3.2 Make a list of things you would like to know about 3 of your classmates with whom you have interacted very little. Take the information you want from them. Record your interaction.

2.3.3 Review Questions

1. To whom would you say this:

'I wonder if you could tell me the principal's telephone number.'

- (a) to your English teacher?
- (b) To a fellow-student?
- (c) To the president of the student's union?

Could you use it with the others as well? If not how would you reword the question in the two other contexts?

2. You are visiting Jaipur for the first time and want to find a good place to stay for a few days. How will you ask for this information from:

- (a) your fellow passenger on the train to Jaipur?
- (b) a stranger at the station?
- (c) the Tourist Information Office in Jaipur?

3. To whom would you say this:

'Didn't you know I was going to Bombay next Monday?'

- (a) to your English teacher who wants to take an extra class on Monday?
- (b) to a friend who has invited you and some other friends to dinner at his

house next Monday?

- (c) to the manager of a firm who has called you for an interview the following Monday?
- (d) to your secretary who has fixed an appointment for you on Monday morning at eleven o'clock.

Why can't you say it to the others??

4. You have been practising a play for some time. One day, in the corridor, the college principal asks you when the play will be ready. Which of the following responses would you make and why:
- (a) Don't know.
 - (b) I'm sorry sir, but, I don't know.
 - (c) Sorry, no idea.
 - (d) I wish I knew.
 - (e) Go and ask the English teacher

2.5 APOLOGISING AND RESPONDING TO AN APOLOGY

When we apologise to someone, we tell them that we are sorry for doing something we ought not to have done, or for hurting them, or for causing them to be bothered or troubled. In this part of the unit you will learn to use different expressions to say sorry.

Read carefully the dialogues below. The situations in which the dialogues take place are formal.

DIALOGUE 1 (FORMAL)

(Satish apologises to his teacher for talking in class.)

Satish : (at the staff room) Excuse me, ma'am.

Teacher : Yes, Satish. What is it?

Satish : Ma'am I'm really sorry for talking in class.

Teacher : Satish, you know how annoying it is when you don't pay attention.

Satish : Yes, ma'am, I realize that. I won't do it again.

Teacher : It's OK, Satish. Let it not happen again.

Satish : Thank you, ma'am.

DIALOGUE 2 (FORMAL)

(Sirish apologises to his boss for reaching office late.)

Boss : Where's Sirish?

Rani : He hasn't come in yet, sir. (pause). Oh, here he is.

Sirish : Excuse me for being late, sir. The bus didn't turn up, and I had to look for an auto.

Boss : That's okay. But please be on time in future.

Sirish : I will sir.

ACTIVITY 1

Read aloud dialogues 1 and 2 for practice.

1. PAIR WORK

Enact the sample dialogues with a partner.

Read carefully the dialogues given below.

The situations in the dialogues are informal.

DIALOGUE 3 (INFORMAL)

(Sheetal has to meet her friend Ruhi, who is coming from Janjgir Champa, at the railway station. But Sheetal is late by ten minutes.)

Ruhi : Here you are at last, Sheetal! Hi! I was getting worried.

Sheetal : Hi! Look I'm really sorry I'm late. I was caught in a traffic jam.

Arati : No problem. It's good to see you.

DIALOGUE 4 (INFORMAL)

(*Sharan apologises to his aunt for not getting her a book she wanted.*)

Aunt : Have you got me a copy of the 'The Adventures of Hingra'?

Sharan : I'm really feeling bad I haven't been able to, aunty. Actually it's in short supply.

Aunt : Don't let it bother you, Sharan.

Notice that there is no significant difference between the language used for apologizing in formal and in informal situations.

ACTIVITY 3

Read aloud dialogues 3 and 4 for practice.

ACTIVITY 4

Enact the sample dialogues with a partner.

ACTIVITY-5

Making a written apology

1. Expression of regret - where you say-how terrible you feel about what you did.
2. Explanation of what went wrong - where you say why and how it happened.
3. Acknowledgment of responsibility - where you take full responsibility for what happened. Here don't try to defend yourself.
4. Declaration of repentance - where you say-you know what you did was wrong and won't do it again.

5. Offer of repair - where you offer to try to make it up to the victim.?
6. Request for forgiveness - where you ask the victim to pardon your actions.

adapted from: <https://www.apologyletters.net/>)

Read the email sent to a teacher for apologizing for a mistake done by a student.

Respected Madam,

I deeply regret my behavior in the class. I offer my sincere apologies.

What I did caused distraction in the class. I realize that I should shave according to the decorum of the place.

I promise not to repeat such behavior in future.

I am sorry for the incident. Hope my behavior has not caused any damage to our relationship. I will continue to grow under your guidance.

Sincerely,

Tikeshwar Paikra

Pick up sentences from the letter and write them in column B to match them h the thoughts in column A.

Expression of regret?	
Explanation of what went wrong	
Acknowledgment of responsibility	
Declaration of repentance	
Offer of repair	
Request for forgiveness	

2.5.1 Reflection

- Would an email sent to a friend have all the six features given in column A of the table given above? Would the language in column B be similar? Discuss in groups and share your thoughts with other groups.
- Read the two messages sent on mobile to two different persons for the same mistake. What do you think is the relationship between the sender of the apology and the receiver?

Message-1 :

- Sorry, I forgot to buying the book.

Message-2 :

- I must apologise for not buying the book.

- The following expressions are commonly used to apologise or express regret:
 - I must apologise for ... ing ...
 - I'm sorry for (also, about) ... ing ...
 - Excuse me for ... ing ...
 - I'm really feeling bad...
- Sometimes, after apologizing, we accept the blame for the mistake.
 - I know I shouldn't have
 - I realize that it is my fault, but
- Then the reason for something happening for which the apology is being made, is given or a promise made not to repeat an action.
 - I was unwell.?
 - Suman wanted to know what you were teaching us.
 - The bus didn't turn up on time.
 - I won't do it again.

- The following Expressions are commonly used to accept an apology.
 - That's okay. But (suggesting that something should not happen again).
 - That's all right.
 - These things happen. Don't worry about it.
- Some other expressions you can use to:

Make an Apology	Accept an Apology
(I'm) Sorry.	Oh, that's fine.
Please forgive me.	Don' let it bother you. /I understand.
I really feel bad about	Forget about it. /Never mind. / It doesn't matter.

2.5.2 Assignments

Make a list of expressions used for making an apology. Categorise them into those which you would use for communicating with your friends only, those you would use for your teacher only and those you would use for your friends as well your teacher.

2.5.3 Review Questions

1. Mention 10 different expressions which can be used to apologise.
2. Rudra took home Sashi's book. He forgot to give it back. Write a dialogue between them, using the outline below.
 - Ask Rudra for the book
 - Say that you have forgotten to bring it. Apologise.

- Respond to the apology.
3. Complete the given dialogue:

Teacher : Mr. Chumanlal, please show me your assignment.

Student :

Teacher : That's all right. But do complete it by Saturday.

Student : I certainly will.

4. You promised your mother to bring vegetables on your way back home. But you forgot. How will you apologize to her?
5. You are in a hurry and as you come round the corner you bump into someone and knock him down. What will you say to him?
6. Write a letter of apology to your father for a mistake you have done.
7. Read the two messages sent on mobile to two different persons for the same mistake. What do you think is the relationship between the sender of the apology and the receiver? (a) father-daughter (b) teacher-student) (c) manager-assistant (d) friend-friend. Discuss in groups.

I have proved myself a fool again, Bittu. I shouted at you thinking that you had shut down the computer without saving the changes. It was my mistake, dear. I need to control my anger. Please forgive me and forget it, buddy.

I am sorry Sir for shouting at my friend in the computer lab. I thought he had shut down the computer before I could save the changes. I should have behaved in the manner expected of me in the lab. I will take care not to repeat such mistakes. I apologise sincerely for my mistake.?

2.6 APPRECIATING

"Appreciating" refers to an objective admiration for something's basic value, sentiment, or nature. For example, you may not like to wear your uniform

everyday, but you can appreciate the need for doing it. One of the functions of language is to make others around us feel good about themselves by praising them, or saying something nice about them such as, for sample, that somebody looks good or that he/she does something well. Responding appropriately to compliments is a part of using language well. Similarly, it helps if you are able to express the pleasure you feel when something is well done, good or useful and also to encourage others so that they feel inspired to perform better. This part of the unit will help you learn how to do all this confidently and fluently.

Activity-1

Read carefully the dialogues given below. Notice the expressions used to compliment people on their appearance, clothes and talents. Enact the dialogues.

DIALOGUE 1

(Pratima meets Sudha at a wedding. Pratima praises Sudha's appearance.)

Pratima : Sudha, you look lovely. I like you in a long plait with flowers in your hair.

Sudha: Thanks, Pratima. You look great too. I'm glad you've put up your hair. The style suits you.

Pratima : Had to. My hair's not very thick.

Sudha: But you really look good with your hair put up.

Pratima : Thanks, Sudha.?

DIALOGUE 2

(Arjun sees Nikhil in his new scooter outside a bank.)

Arjun : Wow, your new scooter looks good!

Nikhil : Thanks. I'm glad you like it.

Arjun : I think it's very smart, particularly the colour. The deep purple looks much better than the usual black.

Nikhil : Yes ,I too love the colour.

DIALOGUE 3

(Surinder submits a project report to his boss, who compliments him for doing the work well.)

Boss : (going through the report) You've done a good job, Surinder. I knew I could depend on you.

Surinder : Thank you very much, sir. Your compliment means a lot to me.

Boss : I also appreciate your finishing the project on time.

Surinder : Thank you, sir. I owe it to the training the company has given us.

Boss : It's nice of you to say that, Surinder.

DIALOGUE 4

(Jeevan sees a man whom he knows carrying a smart briefcase at the bus stop.)

Jeevan : I've been admiring your briefcase. It looks smart.

Acquaintance : Oh, thank you.

Jeevan : Would you mind telling me where you bought it? I'd like to buy one too.

Acquaintance : These bags have been on sale at Lepakshi since Friday.

Jeevan : Thank you. I'll go there right away.

DIALOGUE 5

(Rekha has been helping David to work out problems in geometry.)

David : Rekha, I can't tell you how grateful I am to you for helping me solve these problems. You explained them so clearly. I wouldn't have been able to understand them on my own. Thank you very much.

Rekha : You're welcome, David. It was a pleasure to work out the sums with you.

DIALOGUE 5

(*Girja looks after Sashikala's children for the day.*)

Sashikala : I really appreciate your kindness in sending lunch to school for my Children. Because of your help it was possible for me to be with my mother during her surgery. Thank you very much.

Girja : What are friends for, Sashikala? You have helped me too, haven't you?

DIALOGUE 7

(*Sagar manages to sort out a misunderstanding between two" of his friends. His father appreciates him for it.*)

Father : I liked the point you made about trying to see each other's point of view, Sagar. Also, you spoke to them quietly when they were angry. I think it helped calm them.

Sagar : Thanks, father. They're good friends of mine, and I can't see them quarrelling.

DIALOGUE 8

(*Vinod appreciates Kiran's painting.*)

Vinod : (*looking at the painting of a landscape*)

That's a clever way of drawing trees, Kiran. I like how you've blended different shades of green with white.

Kiran : Thanks for appreciating my painting, Vinod. Your comment means so much to me because you're an artist yourself.

Activity-2

Written Appreciation

Being able to write polished and sincere letters of appreciation is a basic element of common courtesy and etiquette. So, when someone has made a great contribution or played an important role in doing something good, or done a favour for you, it is

important to let them know that you appreciate their kindness or good deed. While writing an appreciation for a person's good deeds, remember to write it without any delay.

Given below is a letter of appreciation sent by email. Read it.

Dear Mr. Naidu,

I am writing this to thank you for your kind cooperation for organizing the blood donation camp held by our DIET yesterday, I am really excited that you have provided us with all the equipments and specialists needed for the camp.

Your cooperation has not only helped us collect blood but it has also spread the awareness about blood donation. Now the people of the village adopted by our DIET know that blood donation does not cause any harm and they will willingly do it when need arises.

I hope we will have more opportunities to work together.

As the Head-Boy of our DIET, I assure you all cooperation in health awareness drives or any such social activity for which you might need our services.

Sincerely

Sunil Rathor

Put a tick mark on the features of a letter of appreciation that you find in the email given above. Tell your partner which sentence has that feature.

Features	Put tick mark on features found.
Elaborate on the deed that you appreciate.	
Mention the importance of the deed done by the recipient	
Mention the good deeds that you have done in your life.	
Send the appreciation without delay.	
Mention the deed which you appreciate.	

Compare the recipient to other such persons.	
Express your willingness to cooperate whenever there is need to do any such good deed.	
Point out the recipient's weaknesses also.	
Add a line welcoming the recipient to take your help if needed.	

2.6.1 Reflection

- We show appreciation
 - when we are grateful for someone's help,
 - when we admire someone's abilities.
- We can show appreciation by
 - using a general expression of appreciation: That's a clever way of
 - giving a specific reason for the appreciation: I like how you've blended
- When someone appreciates us, we respond in the same way as when we are given a compliment, by thanking the person and suggesting how important the appreciation is to us.
- We can compliment people on their appearance, as in You look lovely.
- We may refer to a particular aspect we find attractive, as in a long plait.
- We can respond to compliments with simply Thanks/Thank you.
- We can also respond by returning the compliment, as in You look good too.
- While responding to a compliment, we may sometimes want to be modest as in, I had to (put up my hair). My hair's not very thick.
- We can give a general compliment and follow it with a specific one, as in Wow, that looks good. Particularly the colour.

- We can compliment people saying that we would like to have something they have. However, though we can ask where something was bought, it is not polite to ask its price.

Here are a few other sample compliments and responses to them.

Situation			Compliment			Response
1. At a meal	1.	a.	The meal was delicious, especially the laddus. You must've taken a lot of trouble over them.	1.	a.	Thanks. It wasn't much trouble. It's a pleasure to have you over, and anyway, I love cooking
		b.	I just love your kheer. Can I have some more?		b.	Sure. That's the best compliment you can pay me. Thank you.
2. At a house - warming	2.		What a beautiful house! You've planned it very well. I like the courtyard at the back.	2.		Thank you. It's all because of your advice and support.
3. On seeing a baby	3.		Oh, how cute she is! Such a sweet smile!	3.		Thanks. Yes, she's a very friendly baby.
4. On a painting done by a friend's sister	4.		That's a lovely painting! Your sister's really gifted.	4.		Thanks. I'm happy you think so.
5.						

2.6.2 Assignments:

1. Prepare a list of expressions for appreciating.
2. Prepare exercises for practice of expressing appreciation for the students of class.

2.6.3 Review Questions:

1. Write appropriate responses to the compliment below.

a) *Sujay* : You have beautiful handwriting. How I wish I could write like you!

Niranjan :

b) *Mohsin* : You've brought up your children very well, Sarita. It's a pleasure to work with them.

Sarita :

c) *Roy* : I'd like to compliment you on your daughter's performance. You must be proud of her.

Mrs. Rajan :

d) *Patient* : Doctor, I really admire your patience and commitment towards your work.

Doctor :

2. Write compliments to go with the following responses using the expressions that suit the context.

a) *You* : Excuse me, where did you buy your kurta from?

.....

Stranger : Thanks, I bought it at Pandri.?

b) *Teacher* : at the debate. I knew you'd get a prize.

Student : Thank you, sir. It's nice of you to say so. I wouldn't have been able to do it without your help with the points.

c) *Keerti* : I like your mother's cooking, Ranjit.

.....

Ranjit : Thanks. Yes, I love her chappatis too.

- d) *Manoj* : Your story is I read it three times.
- Rahul* : Thanks. I'm glad you liked it so much.
- e) *Director* : You played the role of Azad It brought tears to people's eyes.
- Actor* : Thank you very much for the compliment. I think it must have been due to all the rehearsals we did.

3. Fill in the blanks in the table.

	Situation		Compliment		Response
a.	At the fruit stall	a.	The mangoes I bought at your stall yesterday were very sweet.	a. Can I give you five kilos?
b.	At the doctor's clinic	b. the way you give injections, sister. They don't hurt at all.	b. You're also a good patient.
c.	At the Shishu Vihar nursery school	c.	I think you're My daughter simply loves you.	c. ma'am. I'm also fond of her.

4. Complete the dialogues with suitable expressions of appreciation chosen from those in the box below.?

I wouldn't have managed, I'm happy you make, it was kind of you
I appreciate

- a. *Teacher* : the trouble you've taken.
- Stephen* : Thank you, sir. Your appreciation means a lot to me.

- b. *Mrs. Naidu* : if you hadn't helped me with all the arrangements for Sita's wedding.
- Mrs. Das* : I enjoyed doing it. I think of Sita as my own daughter, don't I?
- c. *Guest* : I must say that to spend a whole day with me at the Salar Jung museum.
- Host* : It was my pleasure. I enjoyed showing you the treasures of the museum.
- d. *Headmistress* : Ms. Mohan The children speak in English to each other. That's a good way to help them use the language.
- Teacher* : Thank you, ma'am.

5. Fill in the blanks with expressions of appreciation or encouragement that you would use in the given situations. You can choose from among the expressions that appear in the unit, the first blank is filled for you as an example.

	Situation	Expressions for appreciation
1.	Your mother knits a beautiful sweater for you.	-----
2.	Your grandfather teaches you to water the rice fields.	-----
3.	Your little sister has cleaned up her shelf on her own.	-----

6. You have qualified to participate in an inter-college quiz competition and are leaving to take part in it. The Principal, class-teacher, your best friend and a student whom you don't know very well appreciate you for having got good name for the institution. What would each one of them say to you

and how would you respond to each of them?

7. Complete the table given below. You may refer to the table given in 'reflection'.

Situation	Compliment	Response
	Great work! You've put in a lot of efforts. Your voice is very good.	
	I enjoyed your singing. How kind of you to take	
	my class! I feel much better after resting this afternoon. What a great help you	
	were! I liked the way you rearranged my room.	

8. Which one of the following five expressions of gratitude would you use for your classmate and good friend as you leave her/his house after a dinner you have enjoyed very much? Explain your choice and state your reasons for rejecting the other four options.
- That was a lovely meal.
 - It was really nice of you to have asked me
 - I am obliged to you for the dinner.
 - I would like to express my gratitude for the excellent meal.
 - Hey! That was great. Thanks a lot. I really enjoyed myself.

2.7 ASKING FOR DIRECTIONS AND GIVING DIRECTIONS

If you do not know the way to a place, you usually ask someone how to get there. You also have to explain how to reach a place if someone asks you the

way. This part of the unit will help you learn how to ask politely for and give clear directions in English. Note that whether you are talking to complete strangers or to people whom you know, there is not much difference in the kind of language you will use to ask for and give directions.

Activity-1

Read carefully the dialogues below and practice them in pairs.

DIALOGUE 1

(Ratan is a new student in the college. He asks Varun for directions to the library)

Ratan : Excuse me, could you tell me the way to the Library?

Varun : Sure. Go straight down this part and you'll reach the new block. To the left of the reception desk is a staircase. Go up the stairs to the second floor and turn right. You will find the library at the end of the floor.

Ratan : Thanks a lot.

Varun : You're welcome

DIALOGUE 2

(Asma calls Bharat from the bus depot, asking for direction to his house.)

Asma : (on the phone) Hi, Bharat.

Bharat : Oh, hi, Asma! Where're you calling from?

Asma : From the Saket bus depot. How do I get to your house?

Bharat : Walk down the road until you come to the traffic lights at the crossroads. There, take the right turn. Got it?

Asma : Yes. And then?

The sentences Walk up the road and walk down the road do not always mean that the road is sloping up or down. We usually use the sentences to mean walk along the road.

Bharat : Keep walking till you see the Shubham Hotel on your left. Right opposite the hotel is a lane leading to my house. It's the second house in the lane. There's a big mango tree in the garden. Okay?

Asma : Yes, thanks. I'll be there soon. See you.

DIALOGUE 3

(Paul asks a passerby where he can find a stationer shop.)

Paul : Excuse me, would you mind telling me where I can find a stationery shop here?

Passerby : Not at all. Turn left at the chemist's, go down the road and take the second Right. Walk on till you reach Ganesh department store. The stationer's is the third shop from the department store.

Paul : Third shop from the department store?

Passerby : Yes, that's right.

Paul : Thank you so much.

Passerby : You're welcome.

DIALOGUE 4

(Reena wants Shalu to work with her on a project at the weekend. But Shalu does not know the way to Reena's house.)

Reena : Could you come home on Saturday, Shalu? We can work on the science project.

Shalu : I can come, Reena, but I don't know the way.?

Reena : I'll tell you how to get here. Take bus number 9 from Aamanaka. Get off at Raj Talkies. Right opposite the cinema is Sai Temple. Walk into the third street. Our house number is 11 D.

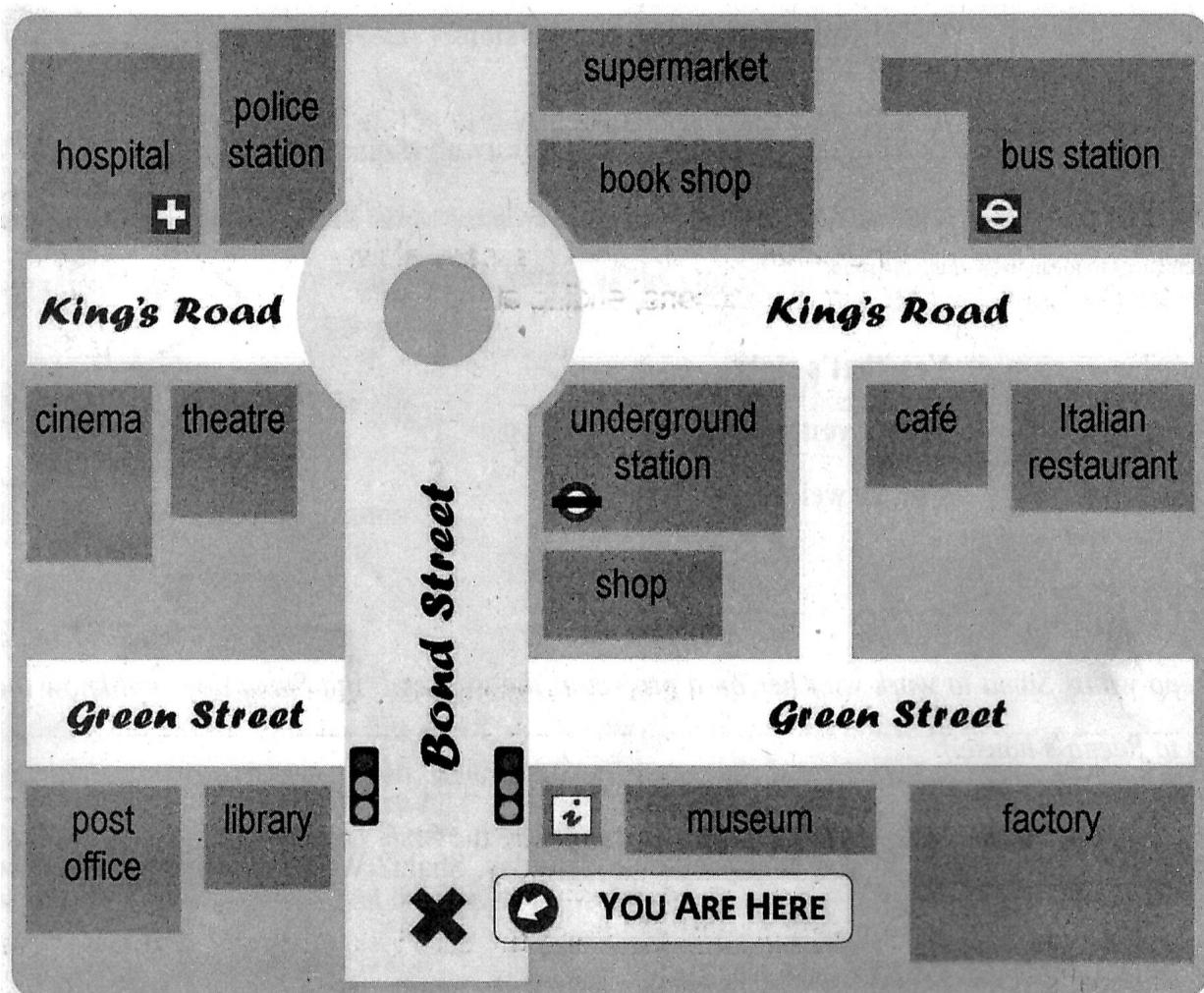
Shalu : That's easy. See you at ten, then.

Reena : Okay.

Activity-2

Directions to follow a map

Study the given map carefully. Trace the route by following the instructions given below it. Then compare it with your classmates.



A

Go straight on. Then take the first left on to Green Street. Walk past the library and it's the building next to the library on the left.

B

Go straight on. Go past the traffic lights. You will see a shop on the right. Go past that and it's on the right next to the shop.

C.

Go straight on. Go past the traffic lights and go straight on until you get to the roundabout. At the roundabout turn left. Go past the theatre. It's the building next to the theatre, opposite the hospital.

D.

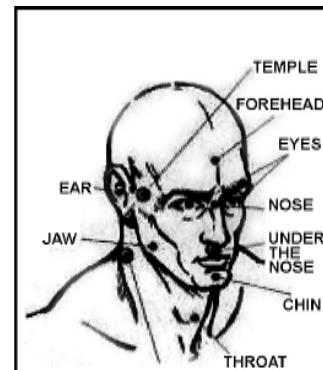
Go straight on. Go past the traffic lights and take the second right on to King's Road. Go past the bookshop. It's the building next to the bookshop opposite the cafe.

Activity 3

Directions to Use a Product

Pair Work : Here are directions for using a moisturizer. Read and enact as given.

1. **Apply :** Dab the moisturizer on face and then gently spread it evenly on your face and neck in upward and outward movements.
2. **Massage :** Starting from the center of your chin, massage slowly up your jaw line in gentle, circular motions, ending at the lower ear.
3. **Activate :** Press the energy points.



2.7.1 Reflection:

Here are some more expressions you can use to ask direction and to give them:

	Asking for direction		Giving directions
1.	Can you tell me where the Bata shoe shop is?	1.	It's opposite the State Bank of Hyderabad, next to the Kamath Hotel.
2.	Could you direct me to the principal's office, please?	2.	Go along the corridor and turn left. It's just round the corner.
3.	How far is the Navrang theatre from here?	3.	It's about a three - minute walk from here. Cross the road and go straight on.
4.	Can you help me find the bus pass counter, please?	4.	It's on the other side (of this bus stand), near the main entrance, facing the fresh fruit juice stall. You can't miss it.
5.	Can you show me the way to the Skyline cinema?	5.	It's in Basheer Bagh. From the crossing, go towards Hussain Sagar. On your right, you'll see the Shanbagh. Take the lane next to the hotel and walk down it about ten yards. You'll see Skyline on your left. You can't miss it.
6.	Excuse me, is this Shivaji Park?	6.	No, I'm afraid you've come to the wrong place. This is Shivaji Nagar. Shivaji park is at the other end of the city, near the Secretariat.

2.7.2 Assignments:

Prepare a list of expressions for giving directions and the appropriate response.

2.7.3 Review Questions:

1. You don't know where the local post office is. When a stranger asks you for directions to the post office, what will you say?

2. Complete the dialogue

Ratan : Excuse me, could you tell me the way to the Primary School?

Varun :

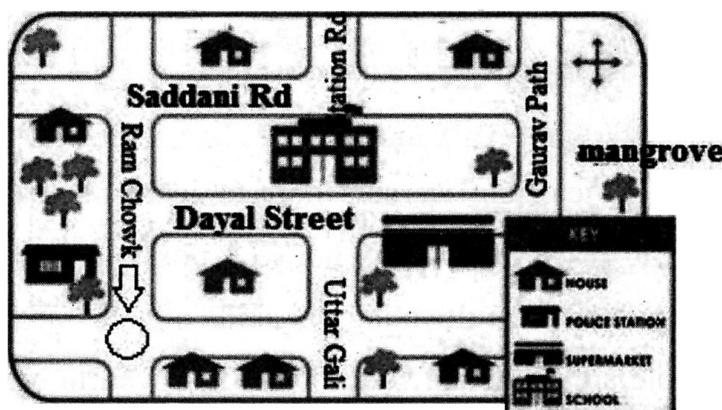
.....
.....

Ratan :

Varun :

3. Prepare a message to be sent on a mobile phone to give directions to help the recipient find the way from the railway station/ the bus stand to our training institution.
4. Pair Work : With a pencil, trace a route on the map given below. Give oral directions to your partner to follow the same route in her textbook with a pencil. Compare the two routes.

TOWN MAP



5. Your friend has arrived at the bus stop in your village/town. She asks different people the route to your house. How will the following people respond? (Take hints from the table given above.)
 - (a) a stranger on the road.
 - (b) a woman at the bus-stop.
 - (c) a traffic policeman.

Unit - 3

STUDY SKILLS

3.1 Introduction

The real aim of teaching is teaching learners how to learn. A learner cannot always depend upon the teacher to teach everything, nor is it possible for a teacher to teach everything. Hence there is a need for cultivating the skills of self study among the learners. Study skills on the whole are academic skills. They help you to organize your studies effectively and make you efficient and self-reliant.

Study skills, academic skills, or study strategies equip the learner to study effectively. Study skills are fundamental to academic competence.

There is little doubt that no two people study the same way, and it is a near certainty that what works for one person may not work for another. However, there are some general techniques that seem to produce good results. No one would argue that every subject that you have to take is going to be so interesting that studying it is not work but pleasure. We can only wish for it. Success depends on the ability to study effectively and efficiently.

"It is not enough to simply "think about" studying; you have to actually do it and use that information to get better."

This unit is designed to help you develop effective study skills. It is not a magic formula for success in preparing for tests, or written or oral assignments. However, by applying the techniques discussed, you can gain a valuable edge in understanding material, and learning it.

3.2 Objectives

After completing this unit, the participants will be able to:

1. learn and use a wide range of studying and learning strategies.

2. demonstrate the ability to summarize a brief reading passage in a very short time.
3. improve academic reading skills.
4. get acquainted with different tools available for reference.
5. simplify study and learning processes.
6. maximize the effectiveness of time spent on academic activities.
7. understand the importance of study skills.

3.3 Concept:

Study skills are skills which help us learn to locate (find), gather, store and retrieve information. Firstly, study skills are essential to select the proper source of information. These are skills which help us identify the sources which can give us the required information. For instance we will know whether the information should be taken from a dictionary, the internet, the thesaurus, the globe, the encyclopedia, the grammar book, the atlas or from any other source. Secondly, study skills help us to gather information. These skills help identify and collect significant thoughts or information in a passage or any reference book. Thirdly, study skills help us tackle the process of organizing or arranging systematically the information that we gather. Thus study skills help us to record or make notes in such a manner that it is very easy for us to use the information later. Fourthly study skills help use the information to retrieve the information. For example, a person having good study skills will be able to use the notes later to write an essay, a paragraph, a summary etc.

Thus study skills enable the learners to develop effective strategies of learning and accepting information in least duration of time. Study skills are applicable to almost all disciplines. Hence there is a need for cultivating the skills of self-study among learners. Therefore exercises to develop study - skills have been included in the English textbooks of class IX & X (CG Board).

retrieve = regain/get back

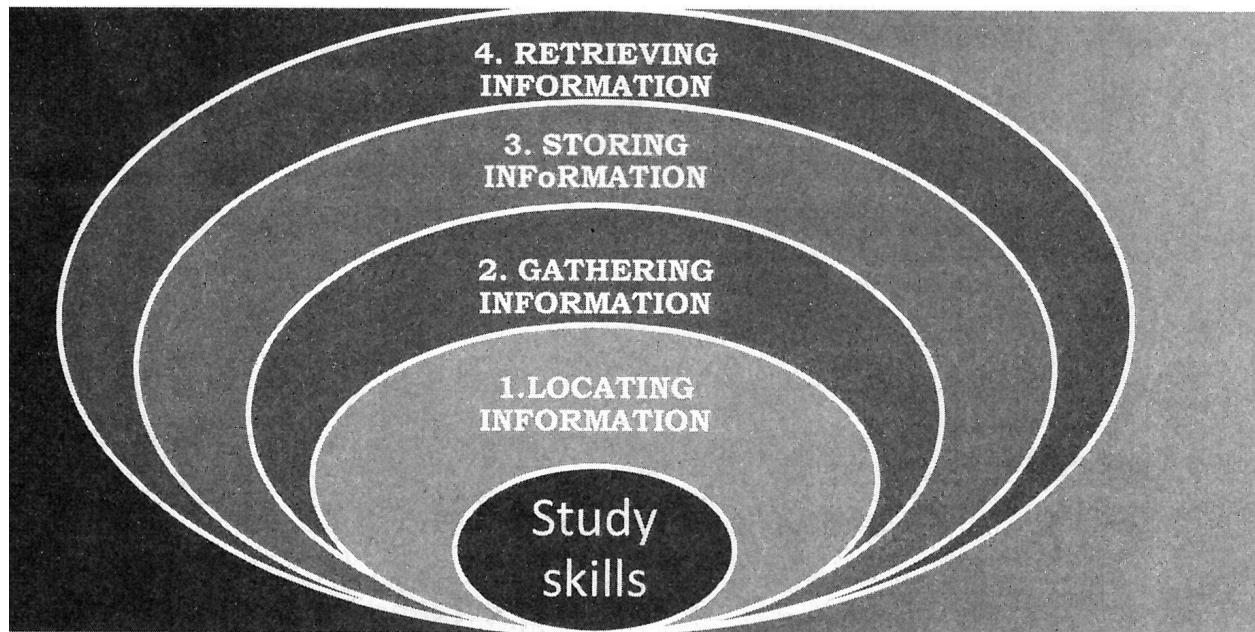


Figure 3.1 - Study skills

3.3.1 Reflection:

1. If you are asked to write an article on say 'Lesson Planning', what would be the procedure that you would follow?
2. 'No two people study the same way, and it is a near certainty that what works for one person may not work for another'. Justify.

3.3.2 Assignment:

1. What is the importance of study skills in day to day life of a student?

3.3.3 Review Questions:

1. What do you understand by study skills?
2. 'Study skills enable the learners to develop effective strategies of learning.'
3. How important are study skills in the life of a student? Justify your answer giving example.

3.4 Locating Information:

A. Reference Skills

We use reference books to locate information.

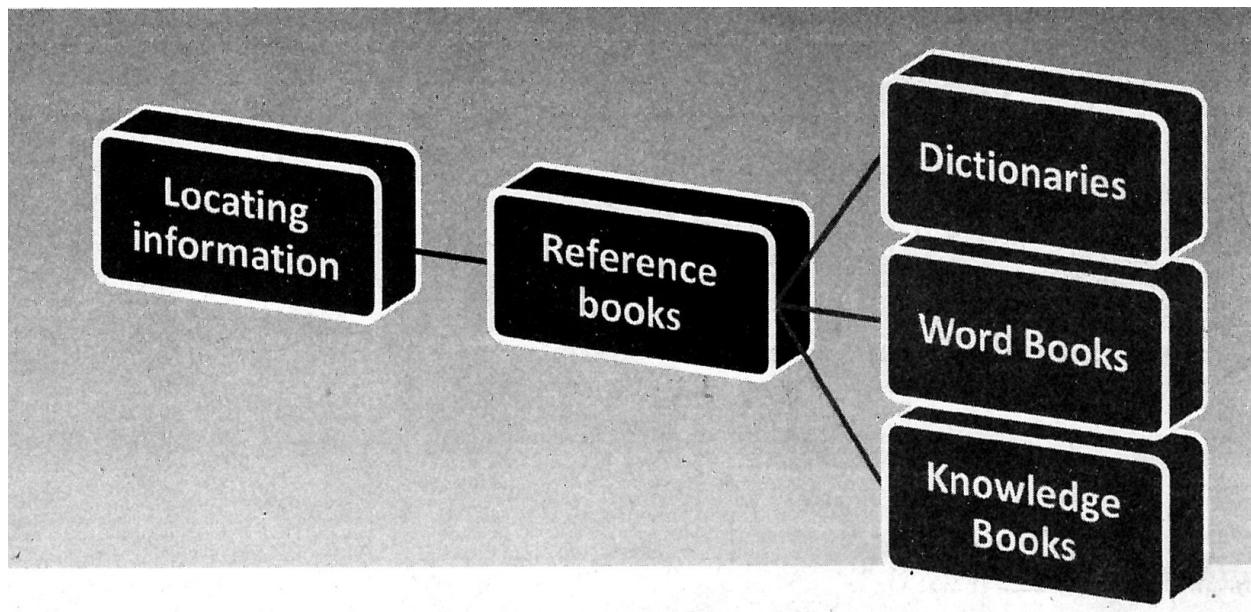


Figure 3.2 - Reference Skills

There are different kinds of reference books. Some of them have been given in figure 3.3

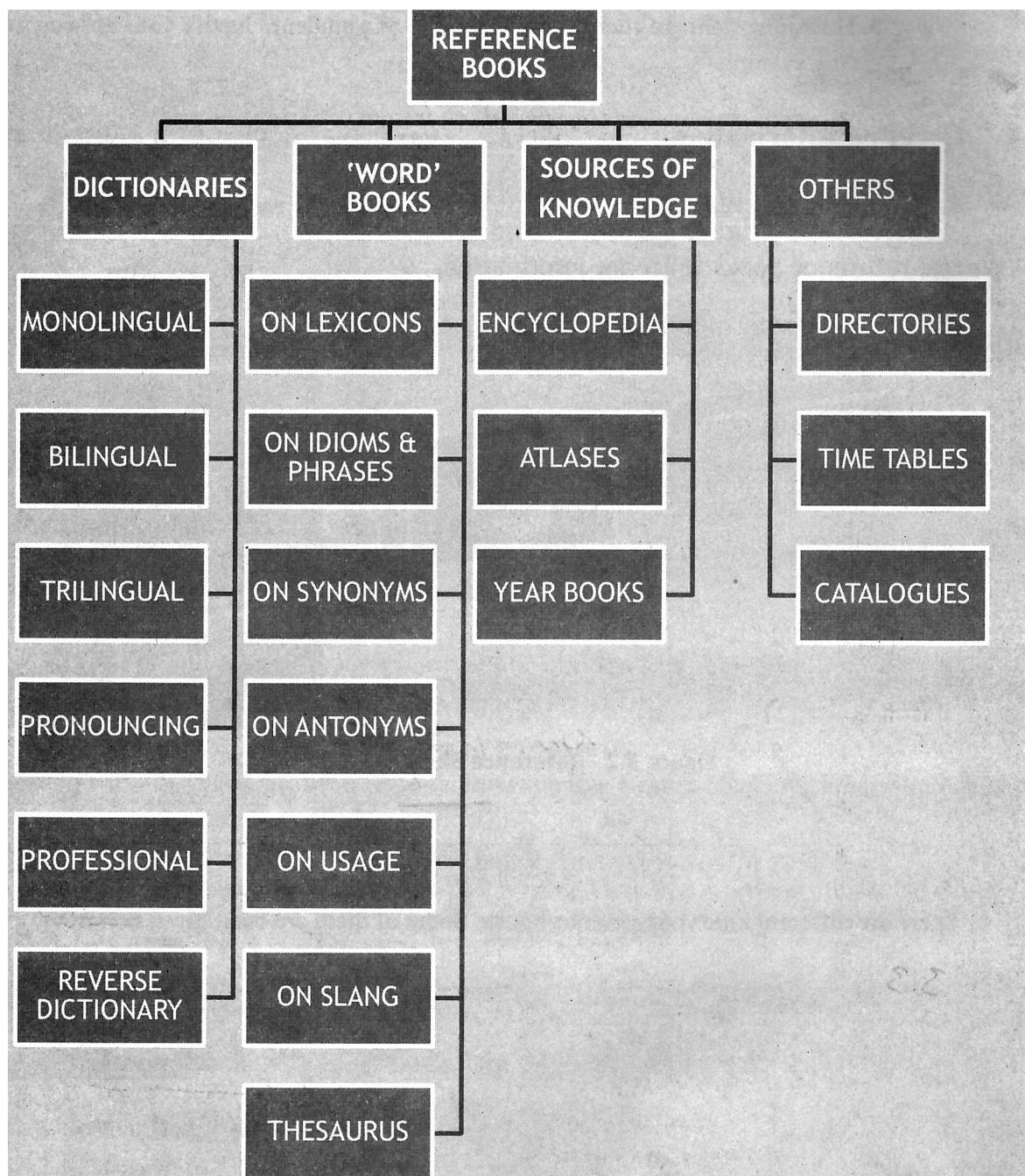


Figure 3.3 - Reference Books

Types of Reference Books		
TERMS:	DEFINITIONS:	EXAMPLES
Almanacs	Factual and statistical information	Vyavasaya Panchangam (agriculture almanac)- The Acharya N.G. Ranga Agricultural University
Atlases	Topographic and geographic information	Times Atlas of the World; Historical Atlas of the U.S. Navy
Bibliographies	List of sources on specific topic. May also appear at the end of books and as titles in the general collection	American Naval Bibliography
Biographical Sources	Information about the lives of individuals	14 Indian Scientists Who Changed The World. And Things You Probably Didn't Know About Them! Shreya Pathak
Chronologies	Dates and timelines for topics and events	Timetables of History
Compilations	Collections of documents or excerpts of texts	Panchatantra Tales-Pandit Vishnu Sharma
Dictionaries	Definitions or meanings of words or terms; can be general or specific	Webster's Third New International Dictionary; American Dictionary of Campaigns and Election,LDOCE
Directories	Address and phone number information	Telephone Directory
Encyclopedias	Overview source. May be very general or on a specific subject and may be one volume or many volumes	Encyclopedia Britannica; Britannica Online; Encyclopedia of the American Presidency
Handbooks	Collections of useful information about a subject	Handbook of Campaign Spending, Manorama hand book
Indexes	Lists of citations to articles or newspapers; may be general or very specialized	Humanities and Social Sciences Index

Statistical Sources	Numbers and statistics	Statistical Year Book India 2017- Ministry of Statistics and Programme Implementation-Govt of India
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Table 3.1 -Types of Reference Skills**Example****1. Encyclopedia: The New Encyclopedia Britannica. Volume III page 258.**

Cross-Cousin- First cousin who is the child of a mother's brother, or of a father's sister.

Cross head- steam engine component that connects the piston to the connecting rod and is guided so as to move in a straight line.

**2. Dictionary: A Dictionary of Economics and Commerce:
by J.L Hanson, ELBS, IV Edition**

Ex-factory: As a price quotation, it is the amount payable at the factory, that is, excluding the cost of delivery from the factory to the buyer's premises.

3.4.A.1 Reflection:

1. What are the reference books that you have referred to till now? For what did you refer to these books?

3.4.A.2 Assignments:

1. Where does an individual learner go to gain knowledge/ information?
2. What do you mean by reference books?
3. List out the reference books that you have come across?
4. Browse the internet and complete the table given below. Give at least

five websites for each kind of reference.

3.4.A.3 Review Questions:

Websites for Reference		
TERMS:	DEFINITIONS	Examples of Websites
Almanacs	Factual and statistical information	
Atlases	Topographic and geographic information	
Bibliographies	List of sources on specific topic. May also appear at the end of books and as titles in the general collection	
Biographical Sources	Information about the lives of individuals	
Chronologies	Dates and timelines for topics and events	
Compilations	Collections of documents or excerpts of texts	
Dictionaries	Definitions or meanings of words or terms; can be general or specific	
Directories	Address and phone number information	
Encyclopedias	Overview source. May be very general or on a specific subject and may be one volume or many volumes	
Handbooks	Collections of useful information about a subject	
Indexes	Lists of citations to articles or newspapers; may be general or very specialized	
Statistical Sources	Numbers and statistics	

1. Write the name of the reference books (s) which can be used for gathering information about each of the following items. The purpose in each case is given in brackets.
 - a. Practice or Practise (spelling)
 - b. Tortoise (pronunciation)
 - c. Silver Strand (waterfalls)
 - d. Telephone number (you need to ring up)

2. The following words and phrases occur in the passage for intensive study by your pupils in class X. You would like the pupils to gather information about each of them. Which reference book would you ask them to use in each case?
 - a. Practice or Practise (spelling)
 - b. Dhamtari (Location)
 - c. UNESCO (full form)
 - d. Forger- Forgeries (difference)
 - e. National parks & sanctuaries in Chhattisgarh -
 - f. 54281 (train name) ...

B. Dictionary skills:

1. What is a dictionary?
- study aid
2. What does a dictionary contain?

.....
.....
.....

The dictionary is the most important study aid. Teachers as well as the students must train themselves in making the fullest use of dictionary. Most users of the dictionary refer to it for meaning. But a good dictionary gives much more information. To make the fullest use of dictionary, the user should know (a) what the dictionary contains, and (b) how to use it effectively.

Example:

Let us look at the Longman Dictionary of Contemporary English, Third Edition. The important parts of the dictionary are:

1. Inside covers
2. Content page
3. Preface
4. Introduction
5. Explanatory Chart
6. Guide to the Dictionary
7. The Dictionary
8. Tables

Inside covers

The inside covers contain

1. A list of short forms used in the dictionary
2. Labels used in the dictionary
3. The pronunciation chart

Introduction

The general introduction highlights some of the salient features of this dictionary such as:

- a. Different definition
- b. American and British English (Spelling & Pronunciation)
- c. Frequency of the word- This tells which words are usual and which are unusual.
- d. Phrases and collocations.

Explanatory Chart:

Explains how the entry (word) is dealt in the dictionary. For each word first of all the pronunciation is given in International Phonetic Alphabet, followed by word class (i.e. grammar of the word) homographs, British and American spellings, usage, phrasal words, compound words, grammatical in square brackets, phrases and idioms and their meaning sign posts to know the meaning that you need etc.

Guide to the Dictionary:

The guide to the dictionary helps us to use the dictionary in the best possible way. It gives information about:

- a. Order of entries
- b. Syllable division
- c. Variants
 - a. Spelling
 - b. British & American Differences
 - c. Word Differences
 - d. Pronunciation

- e. Stress
- f. Inflections

The Dictionary:

The dictionary consists of

- 1. The dictionary from A-Z
- 2. Full page illustrations

Tables:

Towards the end of the dictionary there are tables on:

- 1. Numbers-
 - a. How numbers are spoken
 - b. What numbers represent
 - c. Numbers and grammar
- 2. Weights and measures
- 3. Military ranks
- 4. Word formation
- 5. The verb 'be'
- 6. Irregular verbs
- 7. Geographical names
- 8. Longman defining Vocabulary

Inside Back cover:

- 1. Grammar codes

Exercise 1

A. Answer the following questions. When in doubt, consult your dictionary

- 1. Is your home a *residence* or a *residence*?

2. Is the woman next door a *neighbour* or a *neighbour*?
3. Are two things close together *adjacent* or *adjacent!*
4. Is a teenage an *adolescent* or an *adolescent*?
5. If you refuse to give up in your efforts to solve a problem, are you showing, *persistence* or *persistence*?

B. Select the correct word from the brackets. If you need to, do not hesitate to consult your (or your neighbour's) dictionary.

1. This is the (hottest, hottest) day I have ever known.
2. She (stared, starred) as the (heroine, heroin) of the film.
3. The past form of grip is (gripped, griped).

Exercise 2

1. Each of these three lists (of I, M & T) shows the words in the order in which they appear in the dictionary, but each one has one word that is out of order. Try to spot the three misplaced words for yourself before checking your result from the dictionary.

Innocence	minor	talent
Innocent	mineral	talk
Inquire	mingle	tall
Inquiry	miniature	tap
Insane	minimum	tart
Inquisitive	mint	target

2. Identify the part of speech of 'next' in the following sentences:
 1. Where shall they go next?
 2. Come and sit next to me.
 3. She'll go to school next week.
 4. Who's the next to see the doctor?

3. Find out which one in the pairs of words is wrong according to used in US and which in UK
 1. Truck/Lorry
 2. Living room/drawing room
 3. Purse/Handbag
 4. Revise/Review
 5. Tap/Faucet
4. Give the plurals for the words given:
 1. Basis -
 2. Basketball-
 3. Coach-
 4. Longing-
 5. Newcomer-
5. Which of the two words are pronounced alike?
 1. Addition /Edition
 2. Principal / Principle
 3. Flour/Flower
 4. Morning/ Mourning
 5. Peace/Piece

Exercise 3

Look at the following phrases

Pay through the nose, in the dot, to bury the hatchet, a red herring, to be the last word
These phrases are called idioms. English is full of such idiomatic expressions. How do we locate an idiom in the dictionary?

Idioms follow the main meanings of the word. (For example you will find the idiom

pay through the nose listed under pay)

Locate the idioms given above. In each case list the words under which you found them.

Write the meanings.

.....

.....

.....

.....

.....

.....

.....

.....

Exercise 4

The first column has a list of words entered as headwords in the dictionary.

Check in your dictionary. If not, under which headword did you find them? Put a tick under the appropriate column. If they are not headwords, write the word under which it is listed.

Word	Headword	Not headword	Headword under which it is listed
categorize			category
cautious			
dignified			
fledgling			
goalpost			
laryngitis			

Exercise 5

Look at the following compound words:

Blue-eyed, razor-sharp, nation-wide, workforce, soft-boiled

Each of these words is made up of two words. They are called compound words. They are written either as one word or with a hyphen.

To locate a compound word in a dictionary, usually look for it under the first word of the compound word. e.g. multinational is likely to be listed under 'multi' rather than 'national.'

Look up the word eye in you dictionary and pick out 3 compound words listed under it. e.g. eyebrow.

3.4.B.1 Reflection

1. Before going through the unit for what purposes did you use to consult the dictionary?
2. What are the new things that you gathered from this unit?
3. Give the names of some Monolingual, Bilingual, Multilingual dictionaries?

3.4.B.2 Assignments:

1. Which dictionary do you normally consult? What are the different parts of that dictionary? Give in detail.
2. Go through the dictionary of idioms /Proverbs. Prepare a list of about 20 idioms and proverbs under each category that we can use in class rooms.
3. What are the different dictionaries that you have come across? For what purposes do we use those dictionaries??

3.3 Review Questions:

1. Identify the part of speech of 'out' in the following sentences. Consult a dictionary.
 - a. He'll be back before the month is out.
 - b. Take out the book you like the best.
 - c. The truth will always out.
 - d. She went out the door.
 - e. The fire has been out for hours.
2. Frame five exercises to check the dictionary skills of students.

(You can frame exercises on pronunciation, grammar and spelling)

3.5 Gathering Information:

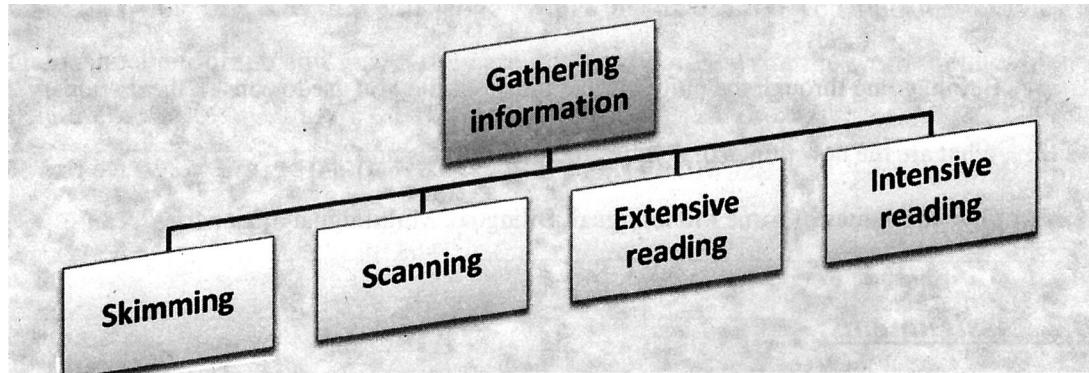


Figure 3.4 - Strategies for Gathering Information

Strategies used for gathering information:

Skimming – get the main ideas, fastest speed

Scanning – get the specific details, Floating approach

Intensive reading- deliberate, slow, gather fullest information

Extensive reading – general theme, casual, fast, (usually novels)

Skimming:

Skimming is reading at one's fastest speed. It is used when-

- i. A reader wishes to cover material in a hurry,
- ii. A high degree of comprehension is not needed.
- iii. The reader will accept a level of comprehension somewhat lower than which can be obtained.

If the average speed of the reader is 400 words per minute, we expect his skimming speed to be 800 words per minute or more. A good average of skimming comprehension is 50%. The important characteristics of skimming are:

- i. A rapid rate of reading
- ii. Lower level of comprehension

The aim of this exercise is to encourage the readers who tend to read slowly and never skim through a text because they think there is too much they do not understand. The idea here is to show them that even a few words understood here and there are enough to understand what the passage is about. In fact, this is what happens when we run our eyes over a text to get the gist of it.

Example

You are skimming through an article in which most of the words are unknown to you. Here are the ones you can understand-

Hard working man	Professor	Different results
Results of experiments	Invention	Confession
Institute of Bio-chemistry	Published	Fraud regrets it

Can you guess, from these words, what this article is about?

Which of the following is the most appropriate answer about the passage?

The article is about-

- A. A well known professor who has just published his confession
- B. A scientist who has admitted inventing the results of his experiments
- C. A scientist who has killed himself because he couldn't get the same results as everybody else
- D. A scientist who regrets the publications of the results of his experiments

Scanning:

Scanning is the strategy that is used to gather specific information.

1. The first step in successful scanning is to fix clearly what is the information required.
2. The second step is to anticipate how the information can be gathered.

(If the question demands for names, places, titles etc. we, capital letters may provide the clues. If we are looking for distance, time etc. numbers may provide the clues?)

Floating Approach is normally followed for gathering such information. When reading stops and looking starts, the process can be best described as floating approach i.e. moving back and forth and downward at the same time in fairly rapid manner.

Exercise 1

Here is a simple scanning exercise, but you must do it quickly. In each line of words below, one word is printed on the left hand side of the vertical dividing line, and the same word is repeated on the right hand side. Your task is to scan for the repeated word and underline it. The first one is done for you. You have 15 seconds to finish the exercise.

1. newspaper/ journal review	periodical <u>newspaper</u>	magazine
-------------------------------------	------------------------------------	----------

2. geology/ geometry geography geology	Psychology psychology	geology physics logic
3. anarchism/ socialism Liberalism anarchism	conservatism Marxism	socialism capitalism

Exercise : 2

Reproduced below are the extracts from a page of classified advertisements. Scan the advertisements and choose the accommodation you require. Give reasons for choosing it.

Your Requirement

Wanted 2/3 bedroom houses with garage, in Indiranagar, Bilaspur. Rent- 4000/- 6000/- Mob: 3453467

Classified Advertisement**Accommodation/for Rent**

1. 2/3 Apartment, garage, with telephone facility near railway station and bus stand, attached bathrooms , in Tarnaka, Bilaspur. Rent- 3000/- 7000/- Ph. No. 567484
2. Two bed room house with car parking in Indiranagar with garden , Bilaspur Rent- 5000/- for more information call-45637859
3. Three bed room house with a terrace and car parking in the main market near bus stand in Palak ganj 1 km. from Indirapuri, Bilaspur Rent-4000/- -5000/- Mob.: 9087645

3.5.1 Reflection:

1. Did you know that the purpose of reading decides the strategies that we use for reading? What are strategies that you used in reading?

3.5.2 Assignments

1. We use different strategies to suit different purposes of reading? Discuss giving examples
2. Open any dictionary at any page.

See how quickly you can answer these questions.

On your page:

- i. What are the first and the last head words?
 - ii. Which is the longest head word? ...
 - iii. How many adjectives are there?
 - iv. How many head words do you already know?
 - v. Can you find a compound word?
 - vi. Is there any idiom? What is it and what does it mean?
 - vii. Which word has the most different meanings?
 - viii. Can you find any irregular word?
 - ix. Is there any word which has two different pronunciations (British , American)?
 - x. Are there any pictures on the page? Which words do they represent?
3. Read any article from the newspaper or watch any TV show and write the main idea of the article or the show?
 4. Recall what are different reading strategies that you followed in last six months.
Complete the table:

What	Purpose	Strategy

3.5.3 Review Questions:

1. What are the different strategies that you can use to gather information?
2. What is difference between skimming and scanning?
3. What is floating approach?
4. What is the strategy that you follow for gathering information to suit the different purposes given below?
 - i. Reading a novel for entertainment.
 - ii. Reading a novel for preparing for an exam
 - iii. Reading to find the meaning of the word in a dictionary
 - iv. Reading to find the time of arrival of a train.
 - v. Reading an article on nuclear weapons to get the general idea
 - vi. Reading a manual to assemble the parts

3.6 Storing Information:

Gathered information has to be stored.

How can the information that has been gathered be stored?

.....
.....
.....
.....

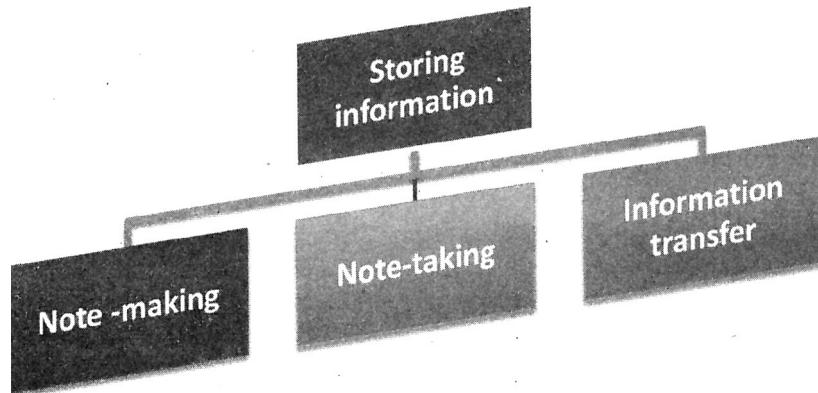


Figure 3.5- Strategies for Storing Information

Why we make notes?

- To have a record of the speaker's/writer's main ideas
- To help one's memory when revising How to make notes?

Why we make notes?

.....
.....
.....

Example:

Types of Interviews

Interviews may be carried out in a one-to-one situation, or a group of interviewers may interview a single candidate, or a single interviewer may interview a group of candidates. Each interview has its advantages and disadvantages.

This is how three readers -made notes.

A. 3 types of interviews

- a) 1 to 1
- b) group to 1
- c) 1 to group

B. 3 types of interviews

- a) 1 to 1
- b) group to 1
- c) 1 to group

C. 3 types of interviews

Interviewer



Candidate

Notice the notes prepared by the three readers carefully.

Are the notes understandable? Have all the important points been included in the notes? What are the commonalities and the differences in these three notes?

Commonalities	Differences

Process of note making

- Read the passage carefully.
- ***Heading***

What is the main idea of the passage? Frame a heading based on the central idea and write it in the middle of the page.

- ***Subheadings***

How has the main idea been presented and developed? Are there two or three subordinate/associated ideas? You can frame subheadings based on these.

- ***Points***

Are there further details or points of the subtitles that you wish to keep in these notes? Indent, i.e., suitably space and number.

All subheadings should be written at a uniform distance from the margin.

- ***Indenting***

All points should also maintain the same distance away from the margin.

Note: Do not write full sentences. And use abbreviations wherever necessary.

1. **Use standard abbreviations and symbols as far as possible:**

- i. Capitalized first letters of words

e.g. U.P., U.S.A., U.K., U.S.S.R. etc.

- ii. Common abbreviations

Sc. (for science), Mr., Mrs., Dr., Govt., etc.

2. **Common symbols**

e.g., :, \, .:, +ve, -ve, ® (leading to), ? (rising), ? (falling), =, etc.

3. **Measurements and Figures**

e.g.,: 100', 100", 100 kg, 1000 mm, 100ml, etc.

4. **Making your own abbreviations:**

- i. Keep the main sounds of the word. For example, edn. (education), progm. (programme)

- ii. Retain the suffix so that later when you are going over the notes you may recall the full form of the word -e.g., ed'nal (educational), prog've (progressive).

Caution

- Do not get over-enthusiastic about abbreviations. You should not abbreviate every word. One abbreviation in point is enough.
- As a general rule, the heading should not be abbreviated. You may use abbreviations in subheadings.

5. Shortening of information by reducing the verb forms:

Several steps were taken to stop infiltration.

Steps taken to stop infiltration.

Heading							
1. Subheading							
1.a Point 1							
1.b Sub-Sub heading							
1.b.1 Sub Point 1							
1.b.2 Sub Point 2							
1.c Point 1							
2. Subheading 2							
2.a Point 1							
2.b Sub-Sub heading							
2.b.1 Point 1							
<table border="1"> <thead> <tr> <th>Key</th> </tr> </thead> <tbody> <tr> <td>abbr. - abbreviation</td> </tr> <tr> <td>avt. - aviation</td> </tr> <tr> <td>fmlly. - family</td> </tr> <tr> <td>pnt. - point</td> </tr> <tr> <td>engg. - engineer</td> </tr> </tbody> </table>		Key	abbr. - abbreviation	avt. - aviation	fmlly. - family	pnt. - point	engg. - engineer
Key							
abbr. - abbreviation							
avt. - aviation							
fmlly. - family							
pnt. - point							
engg. - engineer							

Look at the notes given below.

Notice that indenting, i.e., shifting from the margin has been used to clearly indicate subheadings, points and sub points. Subheadings, though separated by points occur below one another. Points and sub points too come below one another, similarly. Such use of indenting gives your notes a visual character. At a glance you can see the main idea and its aspects.

3.6.I Reflective Exercises:

- i. Why should we make notes? Is making/taking notes related to English Language teaching/learning only?

- ii. While listening to a lecture we should also take notes. Which strategies do you follow?
- iii. Can you read and understand the notes that you take during the classrooms after say 2-3 months? Justify your answer.

3.6.2 Assignments:

Given below are some main points and the supporting details as noted by a student from a lecture on reading. Read them carefully and number the main points 1, 2, 3 etc. and their sub-points a, b, c etc.

READING

Importance of reading skill

Most easily developed skill

Can be done anywhere

Different reading strategies

Intensive reading

Extensive reading

Skimming

Scanning

Levels of comprehension

Factual comprehension

Inferential comprehension

Evaluative comprehension

Read the notes given below.

Analyse the difference in the style of numbering and the indenting (distance of the main points and the sub points) from the margin.

1. 3 type of understanding.

1.1

1.2

1.3

2. Imaginative understanding

2.1 essential for :

.....

2.2 enables us to

2.2.1

2.2.2

2.2.3

2.2.4

3. Precise understanding

3.1

3.1.1

3.1.2

3.1.3

4.

4.1

4.2 Important for understanding

- instructional manual

Read the paragraph and make notes:

There are many different kinds of musical instruments. They are divided into three main classes according to the way they are played; for example, some instruments are played by blowing air into them. These are called wind instruments. In some of these air is made to vibrate inside a wooden, tube, and these are said to be of clarinet and the bossoon. Other instruments are made of brass; the trumpet and the horn, for example. There are also various other wind instruments such as the mouth organ and the bagpipes. Some instruments are played by banging or striking them. One obvious example is the drum, of which there are various kinds. Instruments like these are called percussion instruments.

The last big group of musical instruments is the ones which have strings. There are two main kinds of stringed instruments; those in which the music is made by plucking the strings and those where the player draws a bow across the strings. Examples of the former are the harp and the guitar. Examples of the latter are the violin and the cello.

2. Read any news item/article/biography (based on facts) and make notes.
3. Go through the notes of the last class that you liked the most. Do you want to make some changes/corrections in it? Why?
4. What is the difference between abbreviation and acronyms? Make a list of 25 abbreviations and 25 acronyms that you come across in your day to day life.

3.6.3 Review Questions:

1. Making full forms or words into a short form is a good way of shortening and very useful in note making. Can you look at the following phrases and shorten them?
 - a. All India Institute of Medical Sciences .
 - b. Indian Institute of Technology ,
 - c. Bachelor of Medicine and Bachelor of Surgery

- d. Tata Institute of Social Sciences.
5. Write some ways that you can use to reduce the information giving examples?
6. What is note making? How do you make notes?
7. Write down the symbols to represent the following words:
 - a. per cent
 - b. insert
 - c. proportional to
 - d. because
8. Reduce the verb forms and write down the following sentences in compressed form
 - a. The Prime Minister will lead the delegation to the United States.
 - b. The President will inaugurate the joint session of the Parliament.
 - c. Various activities of the government have been reported.
 - d. They have to submit all accounts by the end of March.

3.7 Information Transfer

What is information transfer?

A compact way to store information is in the form of graphs, charts, diagrams, tables, etc. A lengthy verbal (i.e. in words) description can be condensed into small table or a graph. A process can be shown in the form of a flow-chart. Information in such a visual representation can be interpreted later in the verbal form. Changing the mode of presentation of information from the verbal to the visual and vice versa is called 'Information transfer'.

Example

The cafeteria wanted to collect data on how much milk (of different flavours) was sold in 1 week. The table below shows the results:

1. Matrix

Day	Chocolate	Strawberry	White
Monday	53	78	126
Tuesday	72	97	87
Wednesday	112	73	86
Thursday	33	78	143
Friday	76	47	162

Figure 3.6 - Matrix

2. Bar Graph

- A bar graph is used to show relationships between groups.
- The two items being compared do not need to affect each other..
- It's a fast way to show big differences. Notice how easy it is to read a bar graph.
- It's a fast way to show big differences. Notice how easy it is to read a bar graph.

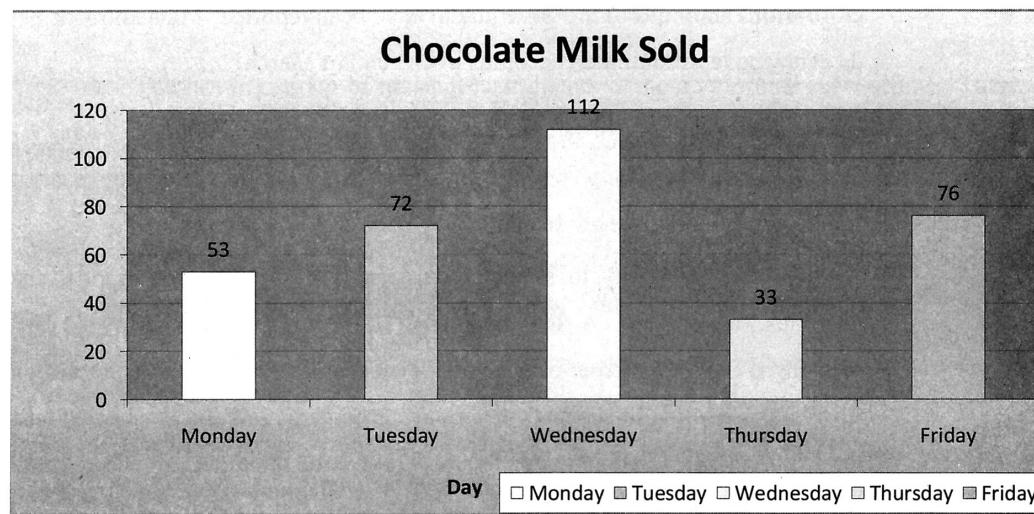


Figure - 3.7 - Bar Graph

3. Circle Graph or Pie Graph

A circle graph is used to show how a part of something relates to the whole. This kind of graph is needed to show percentages effectively.

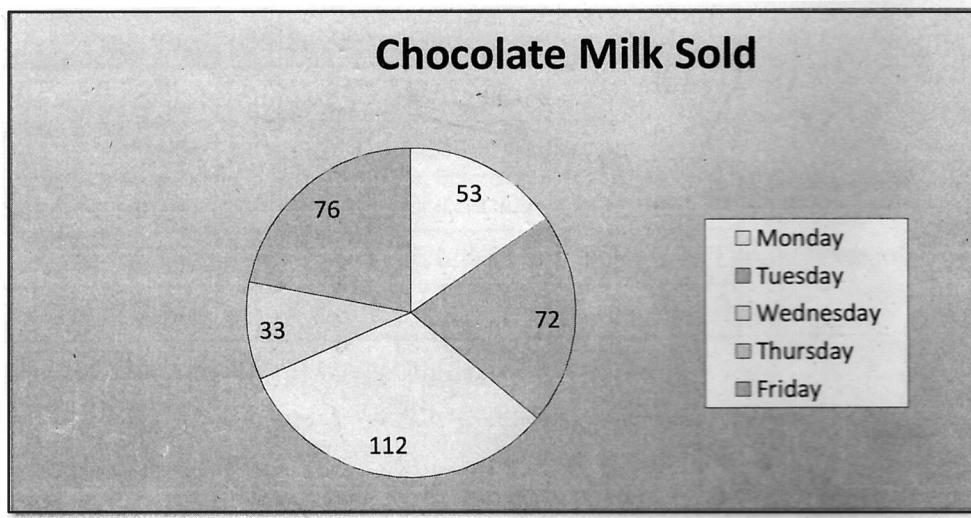


Figure - 3.8 Pie Graph

4. Line Graph

- A line graph is used to show continuing data; how one thing is affected by another.
- It's clear to see how things are going by the rises and falls a line graph shows.

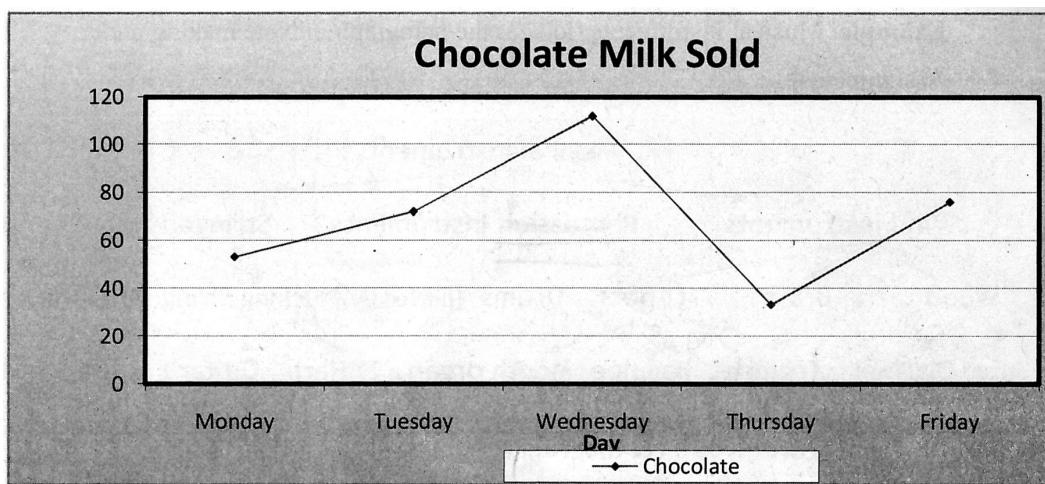


Figure 3.9 Line Graph

Some other modes of information transfer are given -

Tree Diagram:

1. Tree diagram is convenient for presenting classification of things.
2. It is likely to stay longer in the memory of the learner and is therefore useful for the purpose of revision or exams.

Example: Musical Instruments (look at the paragraph in Note making under Assignments)

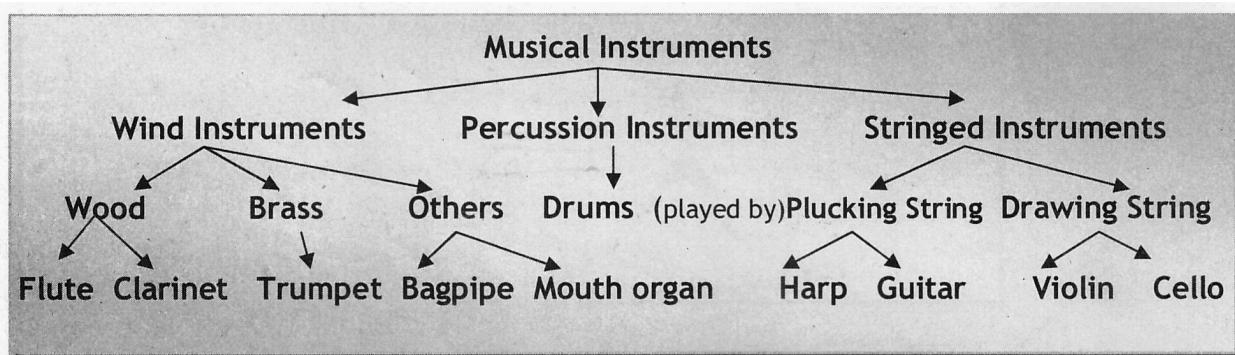


Figure 3.10 - Tree diagram (Types of Musical Instruments)

Flow chart

- i. Flow chart is convenient tool to represent descriptions in linear process(logical step by step process)
- ii. It represents the entire process from start to finish.

Example - Preparation of Potato cakes

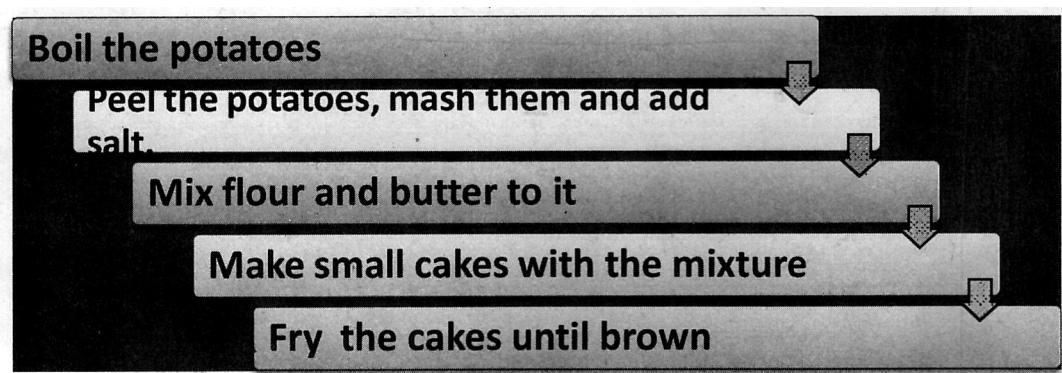


Figure 3.11- Flow chart(Preparation of potato cakes)

7. Algorithm/Process chart/Decision Trees

- Algorithm is a flow chart with a difference.
- It too represents process but with a decision making element.
- Therefore the chart indicates choices and route to be taken subsequently

Example - Finding a particular book in the library

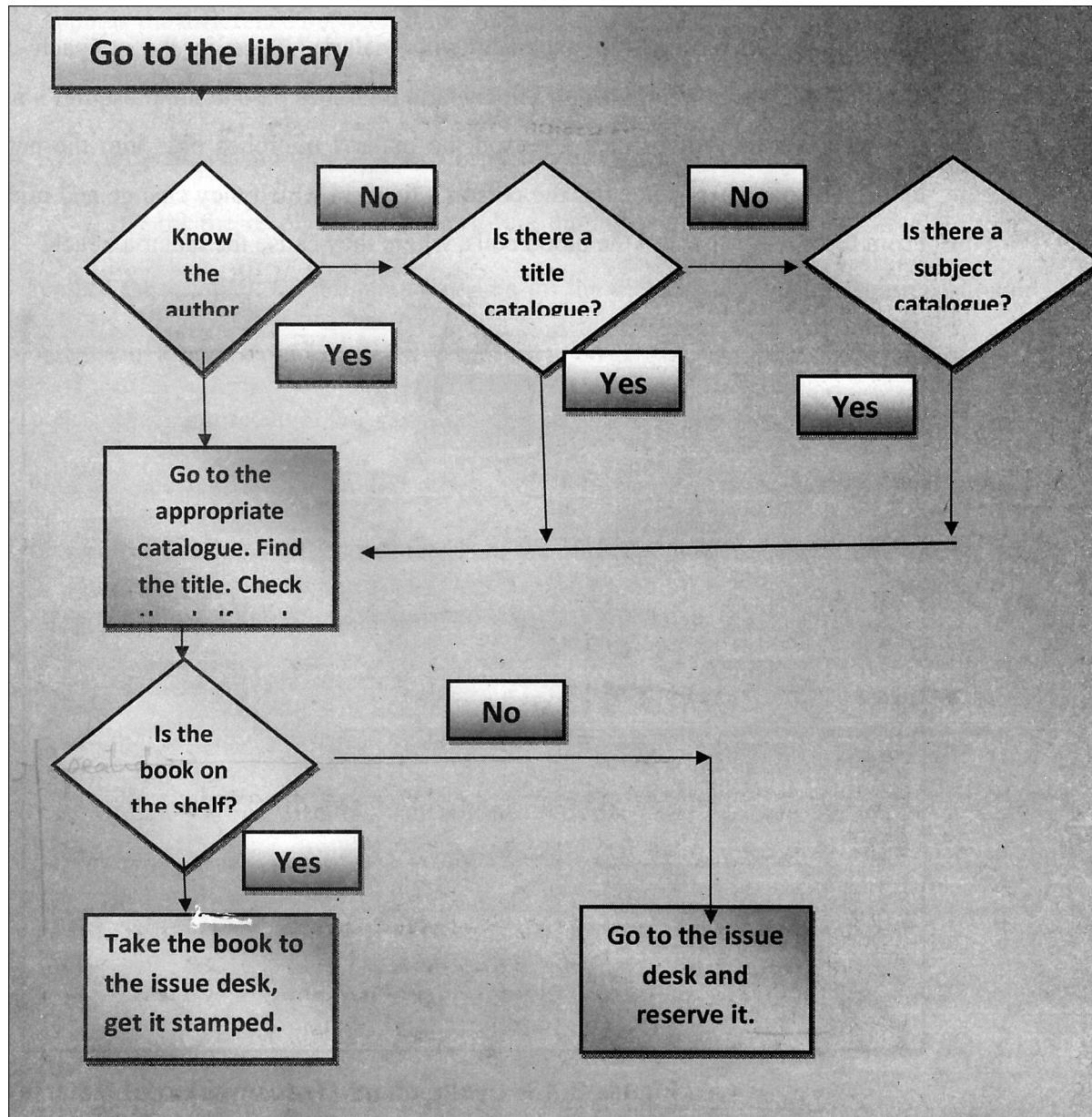
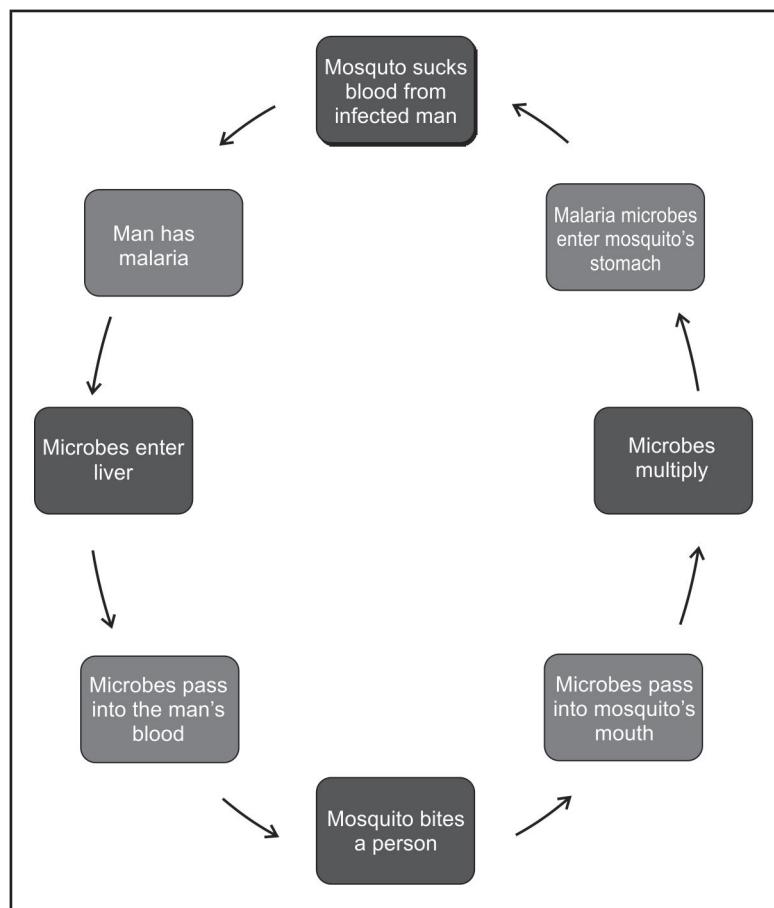


Figure 3.12 - Algorithm (Finding a particular book in the library)

8. Cyclic Chart

- The cyclic chart is described as a linear process except that it is not very clear where the cycle begins or ends.
- It is continuously repeated Read the passage

Malaria is transmitted by a kind of mosquito called anopheles. The anopheles mosquito sucks blood from a person with malaria. Once in the stomach of the mosquito, the microbes multiply. The malaria microbes pass to the mosquito's mouth, and when the mosquito bites a person the malaria microbes pass into the person's blood. The parasites then enter the person's liver, in which they change and multiply. From there they pass into, the blood cells, where they cause the malaria attack.?



3.7.1 Reflection:

1. What is information transfer? What is its importance?
2. In which subjects do you think information transfer can be used the most and why?
3. How will you transform the verbal information given on the following topics to visual information:
 - i. Preparation of tea.
 - ii. Making a phone call to a friend.
 - iii. Water cycle, Life cycle of butterfly.

Can you use line graph, bar diagram or pie chart for transferring the above information into a visual form? Discuss.?

.....
.....
.....

3.7.1 Assignments:

1. Describe the importance of all the modes of information transfer giving examples.
2. Which mode do you like the most? Why?

3.7.1 Review Questions:

1. What is the difference between flow chart and an algorithm?
2. What are the different modes of information transfer? Discuss any four of them.
3. Read the passage and transfer the information into visual form.

First lift the receiver and listen to the dialing tone. If you do not hear the

tone, replace the receiver, lift it again and listen for the dialer tone, dial the required number and listen for the ringing tone. If you receive an engage tone which a series of slow pips, replace the receiver and start the process again. When you hear the ringing tone, wait for the response from the other end. If there is no one even after sometime, disconnect the call and try again later. On the other hand, if the called number responds starts speaking. After you have finished talking end the call.

4. Transfer the visual information into verbal form.

Snake	Diet	Habitat	Venom	Length	Found in
Cobra	Frogs, lizards, and other snakes	Ant-hills	Yes- lethal	About 2 meters	India , Burma, Malaysia
Python	Birds, sheep, goats, and other small animals	Trees, swamps and wet grass lands	No- not venomous	About 10 meters	Africa, South America

Unit - 4

Approaches and Methods of Second Language Teaching

4.0 Introduction

Knowledge of various methods and approaches of English teaching is quite useful for English language teachers. A teacher who is well equipped to skillfully select the methods according to the needs and possibilities can face any challenge related to English Language Teaching, English holds the place of a second language in most schools in India. In this unit various approaches and methods of teaching English as a second language are discussed. Methods and approaches in all fields of development, including ELT keep changing. One method is accepted as on improvement over the other. That is why this unit on methods and approaches of English teaching is of great importance.

Various methods and approaches have been developed as per demand and experience. On the basis of advantages and disadvantages of prevailing methods and as per need and demand for improvement from teachers and the society, new methods and approaches have come in from time to time. We need to carefully select suitable methods and approaches to teach English as per need. Though English is the second language it is very important for the wholesome growth of an individual and the society as a whole. So developing the skills in communicating in English right from elementary level needs special focus.

4.1 Objectives

After completing this unit you will be able to:

- understand various methods and approaches of teaching English.
- critically evaluate focus of various methods/ approaches used for teaching English and understand their usefulness for English teaching to young learners.

- be familiar with using various methods / approaches appropriately.
- be able to develop your own method/ approaches according to your need and context.
- be familiar with present trends
- have an understanding of innovative processes.

4.2 Grammar Translation Method

Concept

Grammar Translation Method is also called classical method because in the teaching of classical languages, Greek and Latin this method was used for the purpose of helping students read and appreciate foreign language literature. It was hoped that through the study of the grammar of the target/second language students would become more familiar with the grammar of their native language.

As the very name suggests the focus of this method was teaching grammar the language and translation into mother tongue.

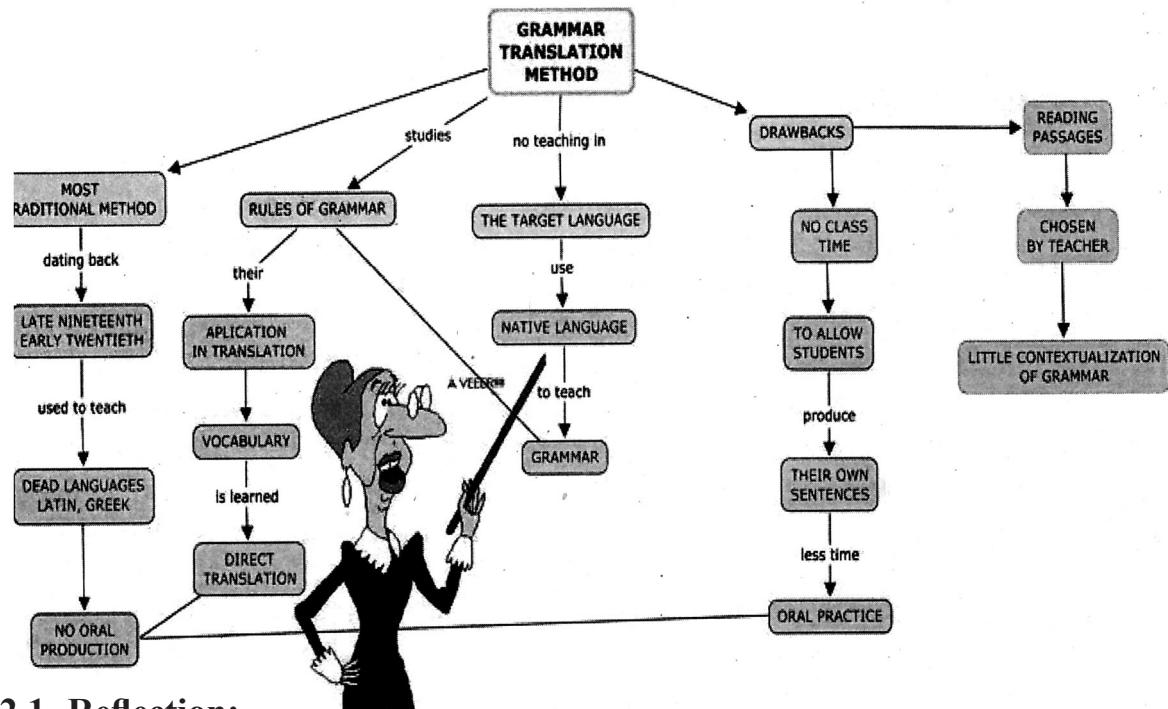
Principles of Grammar Translation Method:

- The students should be able to read literature in foreign language.
- Literary language and foreign culture through fine art such as literature.
- Students should be conscious of the grammatical rules of the target language. Grammar is taught deductively.
- An important goal is to be able to translate each language into other languages.
- The primary skills to be developed are reading and writing.
- The teacher is the authority in the class.

The major drawbacks of grammar translation method are:

- The ability to communicate in foreign language was not a goal.
- Little attention is given to speaking and listening skills.

- Major focus on grammar and translation does not help much to learn the language.



4.2.1 Reflection:

- How did your teacher teach you English? Did s/he use Grammar Translation method? State with examples.
- What is the place of grammar translation method in acquiring a mother tongue?
- Use of grammar and translation is reduced in school; still many teachers feel the need of teaching grammar and translation. What is your opinion?

4.2.2 Assignments

Teach at least one period to the students of class-5 using grammar translation method.

Observe an English class and analyse method of English teaching used by the teacher.

4.2.3 Review questions.

- Write the characteristic features of Grammar Translation Method of English Teaching.

- Write the advantages and disadvantages of Grammar Translation Method of English Teaching.?
 - What is the focus of Grammar Translation Method ?
 - Should translation be taught in schools ? Why ?
 - Can a person learn a language by being familiar with rules of grammar ?
 - How should teaching of grammar be done ?
 - Write in your own words various features of Grammar Translation Method.
 - What is meant by teaching grammar in isolation?
 - Explain with examples. What are the problems of teaching grammar in isolation?
 - State whether practicing translation is necessary for a language learner.

Direct Method

Concept

Grammar Translation method did not prove to be very effective to use a 1 language for communication. As a result Direct Method became popular. : very name of the method suggests meaning of words *directly* in get language.

Principles of Direct Method

- Teacher should demonstrate not explain or translate. It is desirable that students make a *direct association* between target language and meaning./
- Student should learn to think in target language as soon as possible.



- New words/vocabulary is acquired more naturally - objects (realia) or pictures present in immediate situation which help students understand meaning.
- Reading and writing in target language should be started from the initial stage of language learning.
- Pronunciation should be given importance since the beginning of English teaching.
- The native language/mother tongue should not be used in the classroom.
- The purpose of language is communication. Therefore students need to learn to ask questions as well as answer them.
- Students are encouraged to speak English as much as possible.
- Grammar is taught in context.

4.3.1 Reflection:

- Group Discussion: What are the challenges you are likely to face if you talk to your students only in English in the class? How would you overcome this challenge?
- When you become a teacher, would you like to use Direct Method of English teaching? Why? Give reasons.

4.3.3 Assignments

- List some of the important features of Direct Method of English teaching.
- Write the important learning outcome of use of Direct Method of English teaching.
- How is Direct Method of English teaching different from Grammar Translation method ?

4.3.4 Review questions

- Write in support or against Direct Method of English teaching.

- What are advantages of Direct Method of English Teaching?
- State why Direct Method of English teaching came in use.
- Which are the language skills given importance in Direct Method of teaching English?

4.4 Structural Approach

Concept

The term "Structural Approach" is believed to be a method of English teaching. But the fact is that it is not a method. In fact, a method is a body of certain techniques and structures, as we know that every living organism has a structure even language has a structure.

The structural approach is based on belief that in learning a foreign/second language can be learnt by mastery of structures. Structural approach attempts at laying the foundation of English by drilling 275 structures. The structures are graded. Here is an explanation of what sentence structures are: the sentence 'Bishnu writes stories' has the sentence structure SVO (subject+verb+object). All the four language skills LSRW are taught. It focuses to enable the learners to attain mastery over an essential vocabulary of about 3000 root words for active use.

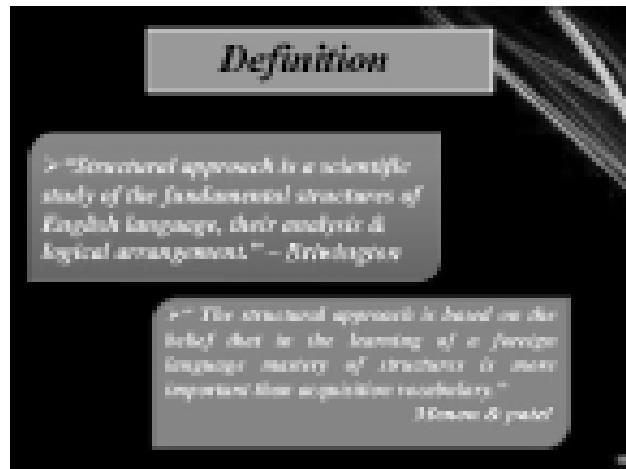
Principles of Structural Approach

- Structural approach ensures mastery of structures, which will result in effective language learning.
- Structural approach believes that learning a language is habit formation. A lot of drill work is given.
- Speech is more important than reading and writing. It gives importance to speech.
- *Only structure is practiced at a time.* A new structure is practiced only after mastery in the preceding structure.

- A Teacher is expected to create meaningful situations or context for practicing structures.

4.4.1 Reflective Exercise:

1. Group Work: Subject-verb-object (SVO) is a sentence structure. Make a list of sentence structures used in English. Compare your list with the list made by the other groups.
2. What are important features of Structural Approach ?
3. How much is drilling useful in language learning ?
4. Are repeated exercises (drills) useful at elementary level ? How ?



4.4.2 Assignments

1. What are the major drawbacks of Structural Approach ?
(You may write mechanical drilling, lack of communication in teaching structures etc. and also add some of your own views)
2. List structures useful for elementary learners.
3. Analyse some books based on communicative approach and find out if there are grammar rules given in those books also.
4. Is Structural Approach more useful at elementary or high school level? Hold a discussion and prepare a short report of the discussion.
5. What are the bases of grading of structures? You may explore the library and the internet to find it out.?

4.4.3 Review questions.

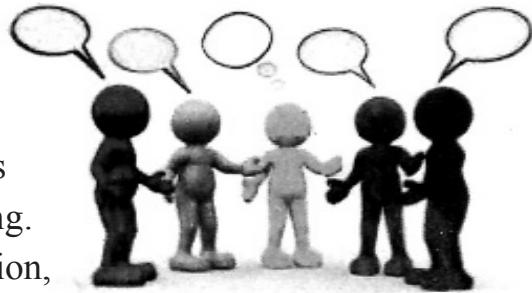
1. Write in favour of or against Structural Approach.
2. How can we use knowledge of English structures effectively to teach English?

3. Which are the aspects of language, given importance in Structural Approach?
4. 'Mechanical drills cannot be of any use in learning English.' Give your comments.

4.5 Communicative Approach

Concept

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language. For example practising question forms by asking learners to find out personal information about their colleagues is meaningful communication.



In the classroom

Classroom activities guided by the communicative approach are characterised by trying to produce meaningful and real communication, at all levels. As a result lay there may be more emphasis on skills, lessons are more learner-centered, and there : use of authentic materials. -from www.teachingenglish.org.uk.

Principles of Communicative Approach are :

- Language learning is learning to communicate.
- Effective communication is the very purpose of language teaching and learning.
- Contextualizing teaching is basic. It means language teaching should be so as to provide learners scope and opportunity to make use of language for communication, i.e. language use in natural situation and related to learners day to day life situation.
- Meaning is important i.e., it is important that a learner is able to exchange thoughts using language
- Dialogue is important in communicative approach. Learners communicate in language learning process and there is no need of memorizing things.

- It is important to start communication from beginning of language learning process.
- Judicious use of mother tongue is accepted where feasible.
- Translation may be used where students need or are benefitted from it.
- Reading and writing can start from first day if desired.
- Fluency and acceptable language is the goal. Appropriateness (use of language according to a situation) is more important than accuracy.
- Language is created by the individual often trial and error.
- The skills of listening, speaking, reading and writing are given equal importance
- Students are expected to interact with other people.
- Grammar lessons do not focus on knowing language systems (declarative knowledge) but about knowing how to use language.

4.5.1 Reflective Exercise

Group Discussion:

- What is the place of mother tongue in communicative approach?
- What would happen if human beings could not use language for communication?

4.5.3 Assignments

- Write important features of communicative approach in your own words.
- Why is communication skill so important ?
- What are the advantages of communicative approach ?
- What is communication? Do animals also communicate. Give examples.

4.5.4 Review Questions

- Communicative approach does not encourage memorization of grammar rules. So those who learn through communicative approach are weak in grammar." Give your comments.
- Why is there demand of using communicative approach in language teaching?

- Why is knowledge of various approaches and methods of English teaching necessary?
- How can we develop the skill to use English teaching methods and approaches?
- Which method or approach of English Teaching appealed to you the most? State why?
- Explain how communicative approach is helpful in language learning?

Sum up

Every method and approach of English teaching has its own importance and usefulness. We cannot choose any one for all learning situations. The appropriate method for a particular situation has to be selected wisely. A teacher has to decide which one to choose and when and why.

After going through various methods and approaches of teaching English let us analyse the important features of each. Put tick mark on the language area focused in different methods. Discuss the table after completing it.

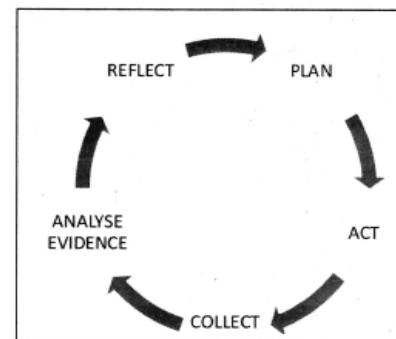
S.No	Method/ Approach	Listening	speaking	Reading	writing	Grammar	Use of Mother tongue	other
1	Grammar. Translation method							
2	Direct method							
3	Structural approach							
4	Communi- cative approach							
5								
6								

4.6 Recent Developments in English Language Teaching Currents trends

4.61 Reflective Teaching

Reflective teaching is a process where teachers think over their teaching practices, analyzing how something was taught and how the practice might be improved or changed for better learning outcomes.' - **from Study.com**

This is about teachers questioning and exploring their own practice of teaching, Reflecting upon one's own way of teaching helps the teachers tremendously in improving their teaching skills. Reflective teaching is a means of professional development which begins in our classroom.



Tools for reflection

- Teacher diary
- Peer observation
- Recording lessons
- Student feedback

4.6.2 Total Physical Response

Total Physical Response

Guiding Principles

- **Uses psycho-motor systems to teach vocabulary & sentence forms**
- **Students not forced to speak until ready**
- **Command forms used to convey information**
- **Builds gradually in complexity**
- **Supports kinesthetic learning style**

<https://google//images/mfsxsc>

It is observed that most of the interactions that young children experience with parents or other adults combine both verbal and physical aspects. The child responds physically to the speech of the parent, and the parent reinforces the child's responses through further speech. This creates a positive feedback loop between the parent's speech and the child's actions. Young children typically spend a long time listening to language before ever attempting to speak, and that they can understand and react to utterances that are much more complex than those they themselves can produce

Three main hypotheses about learning the second language are embodied in the total physical response method. The first one is that the brain is naturally predisposed to learn language through listening. Learners best internalize language when they respond with physical movement to language input.

The second hypothesis is that effective language learning engages the right hemisphere of the brain. Physical movement also engages the right hemisphere of the brain.

The third hypothesis is that language learning should not involve any stress, as stress and negative emotions inhibit the natural language-learning process.

How can I use it in class?

In the classroom the teacher plays the role of parent. She starts by saying a word ('clap') or a phrase (raise your hands) and demonstrating an action. The teacher gives instructions and the students all do the action.

It is a lot of fun, students enjoy it and it can be a real stirrer in the class. It lifts the pace and the mood.

Advantages of TPR:

- It is good for kinesthetic learners who need to be active physically in the class and cannot sit for long without physical movement.
- It works well with mixed-ability classes. The physical actions get across the meaning effectively so that all the students are able to understand and use the target language.
- It is very effective with teenagers and young learners.

- It involves both left- and right-brain.

Disadvantages of using TPR?

- You can't teach everything with it and if used a lot it would become repetitive.
- It is not really suitable for adult learners.

4.6.2.1 Reflection:

For which classes would you use TPR? Why?

4.6.2.2 Assignments:

1. **Group Work:** Design a TPR session for Primary level for the teaching of ish. Give a demonstration to the whole class. Have a discussion on the demonstration. Prepare a final draft of the TPR design.

4.6.2.3 Review Questions

1. Prepare a plan to use TPR to help students to tell each other about their favourite food.
2. 'Students should not be expected to learn all aspects of a syllabus through TPR.' Give your comments.

4.6.3 Eclecticism

The 21st century is referred as the "Post methods Era" by many scholars, where the focus of teaching is on eclecticism. Eclecticism involves the use of a variety of language learning activities, each of which may have very different characteristics and may be motivated by different underlying assumptions, principles, and methods.

Learning outcomes and learning standards are broader and pursue the development of not only language skills, but critical thinking, learning strategies, and related content knowledge and skills in the real world.

Electric approach to teaching language

The Eclectic approach is the label given to a teacher's use of techniques and activities from a range of language teaching approaches and methodologies. The teacher decides what methodology or approach to use depending on the expected outcome of the lesson and the learners in the group.

According to Rivers an eclectic approach allows language teachers "to absorb the best techniques of all the well known language teaching methods into their classroom procedures using them for the purposes for which they are most appropriate.

4.6.4.1 Reflection:

1. 4.6.1, 4.6.2 and 4.6.3 discuss various new trends . Have you observed fragments (some features) of these trends when you were studying in school?
2. Pair Work: What do you find most interesting in the trends given above. Share it with your partner.

4.6.4.2 Assignments

1. Try out TPR in a class for 5 days and submit a report of your observations.
2. Keep a diary of reflections on your teaching for two weeks.. Then study your diary to find out if you see any positive change in you as a teacher.

4.6.4.3 Review Questions:

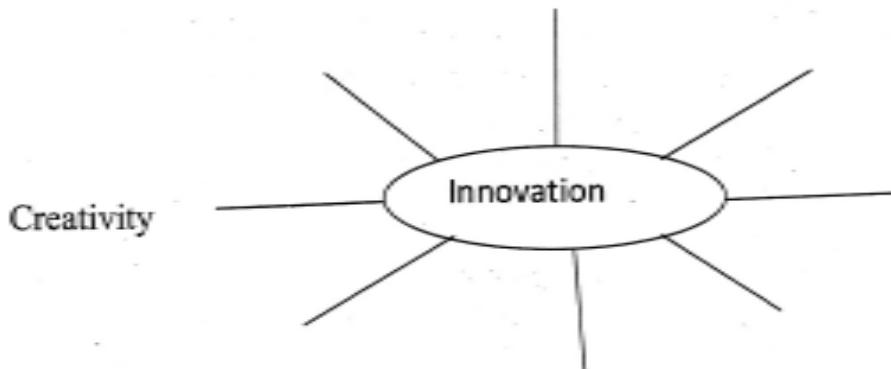
1. Rita is kinesthetic child and does not like to sit quietly and do things. But after a class based on TPR, a student says, now I am ready to sit in a place for 30 minutes and ready to do any non TPR activity . Why?
2. What are twenty first century skills? How can an English teacher contribute towards developing twenty first century skills? (Hint - reference is to be added.)
3. Why would you recommend eclecticism to any teacher?

4.7 The English Teacher as an Innovator

Concept - Innovative Practices of Teaching English

Innovation -

Word web: Write words that come to your mind when you read the word 'innovation'. One word is written.



One can be effective in teaching only by being innovative. Teaching and learning of various aspects of English as a second language is quite challenging and quite different. Hence the necessity of innovation in teaching cannot be denied.

Innovation in the teaching -learning has to be need based, contextual, relevant and fruitfully productive; helpful in generating learning effectively. Innovation has to essentially replicable and sustainable. To make an innovation replicable, it is important that it is documented.

Creativity is doing things differently. Shiv Khera says - successful people do not do different things, they do things differently.

Innovation is necessary

- to break monotony in teaching / learning,
- to introduce variety in teaching / learning,
- to make teaching / learning contextual and relevant.

4.7.1 Reflection

1. Discuss the need and importance of innovative practices in English teaching.

2. Identify and practice some innovation in teaching English. Prepare a write up of your innovation
3. List some of the important features of innovation:
 1.
 2.
 3.
 4.
 5.
 6. 1. How is 'innovation' different from 'doing things differently. Explain with examples.

4.7.2 Assignments

1. Discuss with 3 teachers or surf the internet and make a report on the innovations which you discuss about or read about.
2. Group Work: Think about an innovative idea for all the students of your class to improve spoken English.

4.7.3 Review Questions

1. What is an innovation?
2. Make a list of areas in English Language Learning for D.El.Ed. students in which you think it is necessary to make innovation.

4.8 Class Room Management

Concept

An efficient teacher needs to know what why and how of classroom teaching. Managing classroom is very challenging especially in lower classes is very challenging. They are quite energetic and very active. To work with young children requires patience and knowledge of child psychology. Any Management requires planning, controlling,

organizing, motivating, leading and decision making. One needs to be ready with plan "B" for unforeseen situation. And readiness for all such consequences is also necessary.

Management is an important aspect in teaching and classroom practice. Classroom is such a sensitive and challenging place that success in classroom transaction very much depends on proper planning and careful execution of plan successfully. Classroom management includes time management, group work management, managing interaction, learning management, learner's achievement management etc.

Some tips for Classroom Management

1. Create a list of helpers and monitors, changing on a weekly basis. I always have two helpers, the silence monitor, the line up monitor and the tidy up monitor. Each of them has a very responsible function, such as distributing the materials, making sure the children are quiet when they should, lining them up before leaving the classroom, etc.
2. If you see a child is working quickly and effectively you can let her be the teacher for a while, that is, explain the task to the rest of the class, show them how it should be done.
3. When you give group work tell the students that the one to present the group work will be selected at the end of the group work. By doing this, you can ensure that every group member is alert because anyone can be called to make the presentation.

If you are doing group work, let each group have a maximum of 6 students.

4. Praise the pupils. As simple as that, praising them can work wonders. 'I can see Mamta is already a big girl because she knows how to sit properly during lunch', you say and a smile lights up on that girl's face while others imitate her hoping for a similar comment.

Maintaining discipline

Should we be strict with children? Being strict does not mean being negative. It means

establishing the rules and limits and being very consistent about them. State clearly what you will not tolerate and once you make your stand, never change your opinion. Lack of consistency is the teacher's worst enemy. Don't make false promises, neither the positive nor the negative ones.

Don't expect children to be very quiet. The fact that they're not quiet doesn't mean they're not working and learning. The crucial thing is to make them react when you need them to be quiet.

- a) In order to achieve that you should try introducing some clear signals, like a bell, a whistle, counting, clapping your hands, or any other kind of signal you want them to recognize as the moment to go quiet. You can even try writing "SILENCE" on the board, to get the attention of at least some of them. They will probably start passing the message on to the rest of the class.
- b) Count back from 5 or 10 to let them line up and from 60 when I want them to tidy up.
- c) Mute signals: Sometimes it's enough to establish eye contact with one student and show him or her that you want the group to be quiet or to look at you. They'll start passing the message on.
- d) Line up. Talking to a herd of kids who are running around and shouting may not be very effective, so it's better to get them in one place first. When you manage to line them up you've already got their attention; now you can start talking.
- e) Clap your hands if you're listening to me...
Finish the sentence, say it aloud and act that way until they start paying attention. For example, "rub your tummy if you're listening to me", "touch your nose if you're listening to me", and "put your finger on your lips if you're listening to me".
- f) Stop explaining
All the three ideas above are based on the assumption that there are some kids in every class genuinely interested in what you're saying. They will try to hush

the others just to hear your instructions.

4.8.2 Reflection:

1. Why and when learners make noise in class room ?
2. How can we improve English class room teaching/ learning ?
3. Suggest/ list major areas of classroom management to improve teaching/ learning of English in classroom ?

4.8.3 Assignments

1. Observe classroom management in 5 classrooms (Primary or Upper Primary). Prepare a report of your observations.

4.8.4 Review questions.

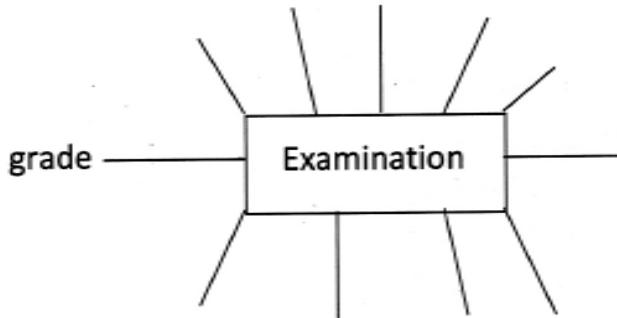
1. Some causes of bad classroom management are given below. Explain these causes and the solutions.
 - a) instructions weren't clear for students;
 - b) instructions were too complicated;
 - c) classroom management wasn't on a proper level;
 - d) pre-task activity was omitted;
 - e) task is not appropriate for the students' knowledge.
 - f) few auditory learners in the class.
2. How can classroom be managed well especially at elementary level?
3. What are important features of classroom management ?
4. How can we say a classroom is well managed ?
5. Explain various challenges of classroom management in elementary classes.
6. How can an elementary teacher manage a class well ? Explain.

Unit-5

Evaluation

5.1 Introduction

What thoughts come to your mind when you hear the word 'examination'? One example is given.



- How many of these are positive thoughts and how many are negative thoughts?
 - Which do you have more: negative thoughts or positive thoughts? And why?
 - How can the negative thoughts about examination be reduced? Discuss it in groups and then have a whole class discussion.

5.2 Objectives:

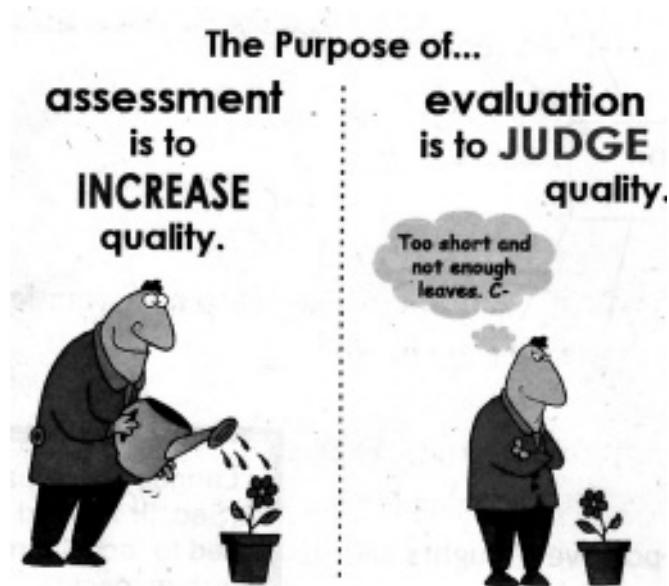
After completing this unit, the participants will be able to:

- Get acquainted with test items for testing different areas of English language learning.
 - Frame test items for testing the skills of listening, speaking, reading, writing, vocabulary and grammar.

Language evaluation (Sec. III.7) need not be tied to "achievement" with respect to particular syllabi, but must be reoriented to the measurement of language proficiency.

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5.3 Concept:



When we design a test, the most important consideration is purpose and the learning objectives which are being tested. 'Purpose' here means what one would use the result of the test for: for finding where the learner needs help, for deciding whether the learner can be promoted to the next level etc. 'Objective' here means what particular skill, knowledge etc. is to be tested.

Let us see the place of objectives in deciding the framing of test items. Suppose, the writing objectives mentioned in the syllabus include.

- The student will be able to organize thoughts in proper sequence?
- The students will be able to use punctuations and spellings properly.

There are two test items given below. Based on the above objectives, which of the following, do you think, is a better test item:

1. Write ten sentences on the topic 'My Family'
2. Given below are ten sentences on the topic 'My Family'. Rewrite the essay using proper punctuations, spellings and proper sequence.

'Designing good test items and questions is an art, and teachers should spend time thinking about and devising such questions.' - NCF 2005

5.3.1 Reflection:

1. What are the points you would observe to note your learners' confidence in speaking in English?

5.3.2 Assignment:

1. Prepare vocabulary test for the students of class 3 to test pronunciation, spelling, and meaning for the given words: red, school, fan, sheet, table
2. Conduct a test for vocabulary among the students of Middle school to observe student preference related to mode of testing. Divide a class into three groups. Take oral test for the first group, take written test for the second group and conduct an activity for testing for the third group. Record your observations and record the students' response to the different modes of testing. Draw the conclusions and record them.

Note: Before carrying out this task, discuss with your teacher the factors that affect reliability of testing. For example the difficulty level of the test items should be similar to ensure reliability, the all the three tests should test the same language item.

5.3.3 Review Questions:

What caution needs to be taken to make evaluation:

1. less stressful for the learners
2. less stressful for the teacher
3. avoid rote learning (memorizing, learning by heart, mugging up)
4. a pleasant experience
5. less judgemental (like giving grade, giving a pass or fail) and more reflective (like thinking why someone got a good or bad score; what can we learn from the pattern of scores etc.)

5.4 Testing Listening

What to test (Some of the testing Objectives)

- Listening for facts and for specific information
(For example, the instructions given to the learners could be: Listen to the story and tell how many times Samaru went to Jashpur. This task is given to the students so that they can practice the skill of listening to facts and for collecting some particular information from the text-'how many times').
- Listening for general understanding
(For understanding the main thought or main topic of what the learner has listened to)
- Inferential listening (For making conclusions after listening)

More examples:

Listening Text:

Mohini missed the train for the first time after joining the new school. "I should practice running faster. Anyway, I will go by the fast bus and reach in time. I should always be a good example for my students", she said to herself.

Understanding the Listening text:

- Mohini is a sincere teacher -inferential understanding
- Mohini travels regularly by train, -inferential understanding
- Mohini is not -inferential understanding
- Mohini wants to be a good example for her students.- factual understanding (understanding facts)
- This story is about a teacher named Mohini.- general understanding

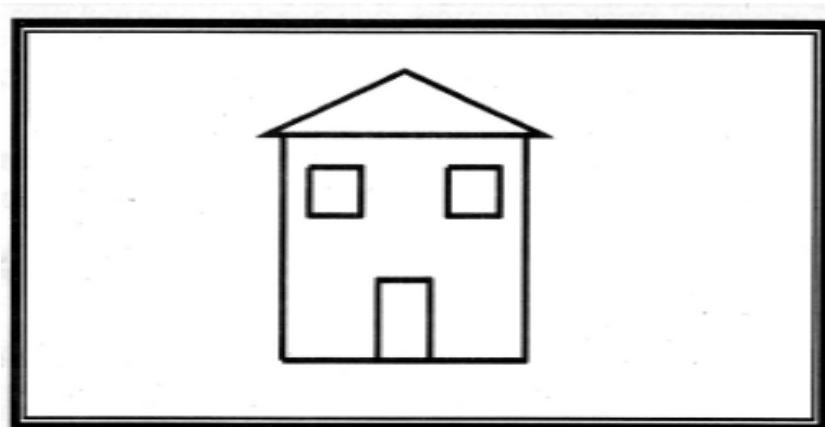
How to Test Listening

- Plan the seating arrangement
- Decide how much time is needed for instructions or any possible interaction regarding clarifications etc. for the actual test.
- Follow strictly the time decided for pre reading, while reading and post reading activities.
- Choose/ design an activity which is suitable for the level in terms of the language and theme.
- During the test read out the text three times. The first time you read it, let the students just listen to you. The next time you read, let the students listen and do the task. The third time you read let the students check their response.
- Increase or decrease the speed of reading as per the requirement of the students and the task.

Examples of Test Items for Testing the Skill of Listening:

Example-1

1. Instructions for the pupils (to be given by the teacher): Listen to the instructions and complete the picture.
2. Draw a tree on the right side of the house. Draw two birds flying in the sky.
3. Draw a well on the left side of the house.



4. Draw some grass near the well,
 5. Draw a road from the house to the well

Giving Marks: 1 mark each for drawing the things mentioned in the instructions and 1 mark each for drawing the things in the place mentioned.

Example-2

1. Instructions for the pupils (to be given by the teacher): 1. Listen to the story and fill in the blanks.
 2. Once upon a time there lived a hen in a jungle. One fine morning a coconut fell on the hen's head. The hen thought that the sky was falling. So the hen started shouting, "Run! Run! The sky is falling."

Test material:

Once upon a time there lived a in a jungle. One fine morning a coconut fell on the hen's The hen thought that the was falling. So the hen started "Run! Run! The sky is "

Giving Marks: 1 mark for each blank filled correctly. Here spelling is not being tested hence if there is any 'minor' spelling mistake, no marks should be deleted.

Example-3

Instructions for the pupils (to be given by the teacher): Listen to the toy seller and encircle the words you hear.

Toys! Toys! Toys! I have brought dolls, cars, balls, balloons, laughing monkey, building set, bats, teddy, jigsaw puzzles, singing bird, train aeroplane... .Come! Come! Come! Take way your favourite toys!

balls

whistle

Note : in place of the names of the toys the teacher can give pictures of the toys

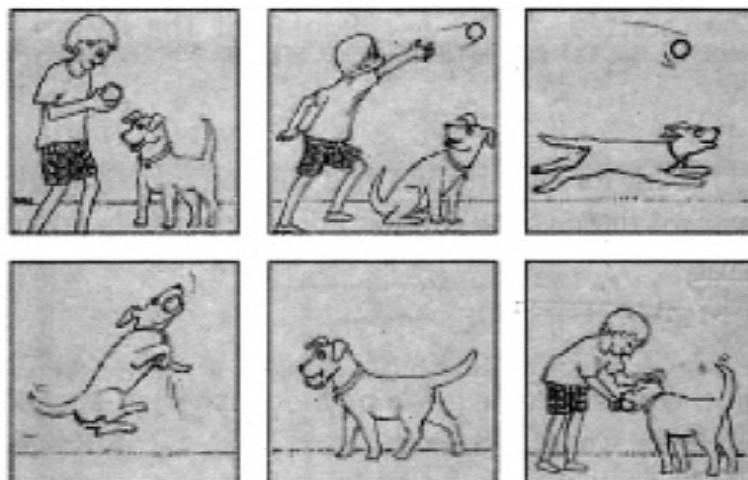
Example-4

Instructions for the pupils (to be given by the teacher):

Listen to the story. Put the numbers : 1,2,3,4,5,6 to show the sequence in which the things happened in the story.

Listening text (to be read out by the teacher)?

Rusty leapt and caught the ball. Then she caught the ball in her mouth and brought it back to Raju. Raju took the ball from her. Then he threw the ball again. Once again Rusty ran to get the ball.



5.4.1 Reflection:

At the end of a listening activity the teacher finds that some of the students have not received the input*. What would be your advice to the teacher?

* *Input means the audio (Listening) provided by the teacher.*

You have seen a passage about Mohini in 5.4 . You have also seen some Statements related to understanding that passage below it. Now set some questions so that you get the response.

5.4.2 Assignments:

1. Consult the appendix pages and the practice exercises of the textbooks of Middle School. Locate and analyse the listening activities. Try out any one of the listening activities.

5.4.3 Review Questions:

Prepare a test item for testing the learners' skill to identify the main points from a listening text.?

5.5 Testing Speaking

What to Test (objectives)

- Use of appropriate words and sentence structures
- Participation in spoken
- Discourse in familiar social situations
- Narrating incidents, events in logical sequence.



How to Test Speaking

Example 1

Describe the picture. You may use the words given in the box.

park, play, swing, slide, dog, girls, boys, happy, flowers, jump-rope

Example 2

Role Play : Give two slips of paper to a pair of students . The slips of paper will have instructions for talking to each other. The students will talk to each other as per the instructions given in the slips of paper.?

<u>Slip-1</u>	<u>Slip-2</u>
You are a new student in a school	You have seen a new student in your school
Welcome the new student	Respond to the welcome by a student of the school
shake hands and tell your name.	Shake hands and tell your name and tell which school you have come from.
Tell something special bout your school.	Tell why you chose this school.
Tell her/him which class you are in.	Tell her/him which class you are in.
Take leave and say that (s)he can take your help if needed.	Take leave. And thank her/him for offering help

Role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation!

Giving Marks: Give 2 marks for selection of appropriate words, 2 marks for talking confidently and fluently, 2 marks for choosing appropriate sentence structures/ expressions, 2 marks for body language-expressions, actions, postures

5.5.1 Reflective Exercise

Two statements are given below. Discuss the statements in groups and then hold a whole class discussion.

Statement-1: Students make too many mistakes while speaking in English. So most of them do not speak English at all.

Statement -2 : Many of the students are weak even in Hindi. How can they speak English??

5.5.2 Assignments

Take an interview of a person (of any age) who has studied in a government school and speaks English fluently. Take tips in speaking English fluently from that person.

Note: This activity can be done as a whole class activity. One person can be interviewed by the whole class together. However, each student will record her/his own conclusions from the interview. The conclusions will be related to developing the skill of speaking English fluently.

5.5.3 Review Questions

Prepare a test item for testing the skill of:

1. Telephone conversation (dialogue completion type)
2. The skill of narrating an incident (give support with the help of pictures and words)

5.6 Testing Reading

What to Test

- Reading to get detailed information from the text, (intensive i.e. detailed reading, scanning)
- Reading a text to locate a particular piece of information such as a word or a number time. It is not necessary to understand the whole text in order to do this, (skim to identify facts)
- Either guessing the meaning of new vocabulary in a text or understanding meaning or a message in the text that is not immediately obvious, (making inference)

- Reading to get a general but not detailed understanding of the text, (reading for gist-for global comprehension)?
- Reading longer texts frequently over a period of time. This is usually done independently and not in the classroom. (extensive/vast reading)
- Looking at headlines, pictures, typeface and layout to guess what you think a text will be about. (prediction)

How to Test Reading

Example -1

Here is a story of a man who thought he had a right to do what he liked. One day, this gentleman was walking along a busy road, spinning his walking-stick round and round in his hand, and was trying to look important. A man walking behind him objected.

"You ought not to spin your walking-stick round and round like that!" he said.

"I am free to do what I like with my walking-stick," argued the gentleman.

"Of course you are," said the other man, "but you ought to know that your freedom ends where my nose begins."

The story tells us that we can enjoy our rights and our freedom only if they do not interfere with other people's rights and freedom.

Questions:

1. Why was the gentleman on the road moving his walking stick round and round?
2. Who objected him?
3. What argument did the gentleman give?
4. Was the other person satisfied with the argument? Give evidence from the text.
5. What did he say in reply?
6. Complete the following statements with the correct options:

- A. The gentleman was walking along a
- (i) lonely road.
 - (ii) busy road.
 - (iii) narrow road.
- B. The gentleman was
- (i) running along the road.
 - (ii) disturbing others on the road.
 - (iii) spinning his walking-stick round and round.
- C. The man who protested was a
- (i) teacher.
 - (ii) passer-by.
 - (iii) policeman.
7. Write True or False against each of the following statements:
- (a) The gentleman was spinning the walking-stick round and round in his hand to drive away the dogs.
 - (b) The gentleman was walking along a busy road.
 - (c) The man walking behind praised his action.
 - (d) The gentleman thought that he had a right to do whatever he liked.
 - (e) We can enjoy our rights and freedom even if it interferes with other people's rights and freedom.
8. Give synonyms of the following words:
- (a) Spinning (b) Interfere

5.6.1 Reflection

1. Consult any two lessons from the textbooks of English for Middle School. Identify inferential questions and global questions given in the *Comprehension Questions at the end of the lesson.

2. Analyse the question papers of class-5 and class-8 and find out what sub skills of reading are being tested in them. Are there questions which can be answered by rote learning? Is rote learning a sub skill of reading?

5.6.2 Assignments

Analyse the test items (questions) for testing the skill of reading in the question papers of Summative Assessment of class-5 and class-8. Give your suggestions for improving the test item.

5.6.3 Review Questions

1. Given below is a test item on testing reading. Identify the sub skill of reading being tested.

One night two naughty frogs fell into a pot of buttermilk. Their names were Poss and Nega. Both of them started to move their legs in an attempt to come out of the pot of buttermilk.

After sometime Nega said, "how long will this go on? No, I cannot struggle any longer. Poss said, "Don't give up. Keep beating your legs, otherwise you will drown."

On the other hand Nega said, 'I am tired. I can't beat my legs any longer. And Nega stopped trying to save himself. He slowly drowned and died.

But Poss kept beating his legs. And in the morning Poss found himself floating on a blob of butter. Then he smartly jumped from the blob of butter to the brim of the pot and away he hopped.

1. i. Who are the main characters in the story given above?
ii. The message of the story is:
 - a) Keep trying
 - b) Help each Other
 - c) Learn swimming
2. Prepare a test item for testing reading for the students of class 6.

Example-2

(for testing the skill of guessing the meaning of new vocabulary in a text)

Match the sentences

She runs a shop.	She is going very fast towards the shop.
She runs to the shop.	She needs a handkerchief.
Her nose is running.	She sells things.

5.7 Testing Writing**What to test (Objectives of Testing Writing)**

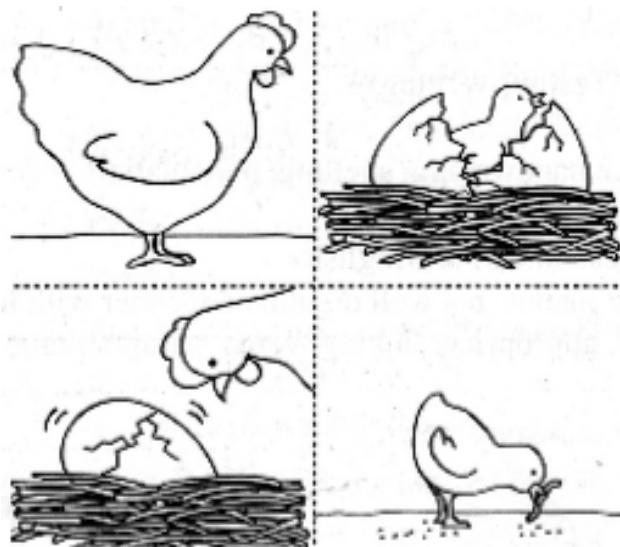
- Mechanical skills like handwriting, spelling, punctuation, indenting etc.
- Ability to express ideas in correct English.
- Ability to present the matter in a well organized manner with logical sequence, coherence, appropriate linking words, paragraphing etc.

How to test writing

Objectivity in testing writing: At the elementary level, it is important to test only particular sub skills of writing through a test item. If we test all sub skills of writing through one test item, we may not be able to do justice. Our marking will be more justified if we focus on assessing particular subskills of writing. For example if the total marks for paragraph writing is 10, the marks can be divided into three parts: 3 marks for sequencing, 4 marks for selection of thoughts and 3 marks for punctuation. The examples given below will make it clear as to how such test items can be designed.

Writing test items can include making lists, making corrections, writing messages, letters, article, ads, filling in form, diary entry, telegrams, invitation/greeting cards, poems, description (of home, room, family, friends, things, maps/routes etc.

Example-1



Number the pictures to show sequence.

Describe the pictures series,

(Hints: hen, crack, mother, worm,)

Example-3

Put numbers (i.e. 1,2,3,4...) in column-1 to show the order in which the parts of an application (given in column-2) should occur in an application.

Column-1	Column-2
	Sub. Application for leave
	To
	Jassu Sahu Class- 7B
	I am not feeling well. So I cannot come to school today. Kindly grant me leave for today i.e. 29-4-17.

	The Principal Govt. Middle School Gurur Balod
	Respected Sir
	Yours Obediently
	10 Aug, 2014
	The Principal Govt. Middle School Gurur Balod

5.7.1 Reflective Exercise:

1. What is the harm in testing writing skills using test item based on based on rote learning?
2. Prepare a marking scheme for testing writing for the given writing skills: handwriting, spelling, punctuation, indenting, ability to express ideas in correct English

Note: The total marks for the test item is 10.

5.7.2 Assignments

- Identify test items for testing writing skill in the question papers of class 5 and 8. Analyse them and find out the following:

- Are the test items based on rote learning?
- Are the test items designed to test particular sub skills of writing or are they designed to test all writing skill in general?
- Do you think that the marks allotted for testing the skills of writing is appropriate? Give reasons.

5.7.3 Review Questions

1. Design a test item for testing the skill in the use of punctuation, spelling and sequencing.
2. Prepare a list of the sub skills of writing.

5.8 Vocabulary

What to test (Objectives of Testing Vocabulary)

When we test vocabulary, we test to find the skill to

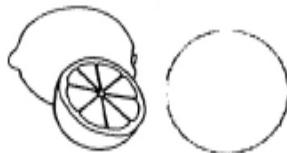
- comprehend meaning in a given context
- recall meaning
- Infer meaning from the given context
- Make use of the word in appropriate contexts
- Pronounce and spell words correctly

How to test

Example-1

Match the pictures with the words

Lemon



Umbrella



Ball

Van



Tiger



Tree



Example-2

Select the correct option:

1. It is cold today, (quiet/quite)
2. I a letter, (wrote/rote)
3. I will complete the work in one (week/weak)

5.8.1 Reflective Exercise

State whether the instructions (for testing vocabulary) given below are a part of reading or writing

1. Comprehend meaning in a given context
2. Infer meaning from the given context
3. Make use of the word in appropriate contexts

5.8.2 Assignments

Make a list of common vocabulary test items. Add more.

5.8.3 Review Questions:

1. Prepare a test item to test if students know the meaning of some words used in different contexts.
2. Prepare a test item to test the skill of using the correct spellings of words.?

5.9 Grammar

What to test (Objectives of Testing Grammar)

- * Ability to use grammar items appropriately
- * Ability to use grammar items accurately.

How to test

Example-1

Use the correct form of the verb.

1. I I am on the way. (come)
2. She kept the books in the shelf before I reached. (have)
3. Who the room every day? (clean)

Example-2

Add adjectives to describe this dog.



This is a dog.

Example-3

Fill in the blank with the appropriate form of the underlined word.

1. This is a neat drawing. This painting has been made
2. I make tasty dishes. Everybody likes my dishes for its
3. I want a long dress. The of the dress is important for me.

5.9.1 Reflection

Analyse the two kinds of test items given below. What do you think are the advantages and disadvantages of the two kinds of test items.

A. Give the past tense of

1. break
2. go

B. Fill each blank with only one suitable word in suitable tense.

1. Who this parrot? (bring, speak)
2. I to the fair yesterday, (go, visit)

5.9.2 Assignments

Prepare test items for testing the grammar items focused in the textbook of class-7.

5.9.3 Review Questions

Prepare a test item for the students of class- 8 for testing the skill of the use of adverbs.

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Learning Outcomes

Class - 1

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to:</p> <ul style="list-style-type: none"> • name common objects such as- man, dog etc. when pictures are shown • use familiar and simple words ('bat', 'pen', 'cat') as examples to reproduce the starting sound and letter (/b/, /p/, /k/ etc) • develop phonemic awareness through activities focusing on different sounds, emerging from the words in stories and texts. • sing or recite collectively songs or poems or rhymes with actions. • listen to stories, and humorous incidents and interact in English/home language. • ask simple questions like names of characters from the story, incidents that he/she likes in the story, etc. (Ensure clear lip movement for children with hearing impairment to lip read.) • draw/scribble pictures and images from the story as preliminary to writing • respond in home language or English or sign language or non - verbal expressions what he/she has understood in the story or poem • listens to instructions and draws a picture • use greetings like "Good morning", "Thank you" and have polite conversations in English such as "what is your name?", "how are you ?" etc. • say 2-3 sentences describing familiar objects and places such as family photographs, shops, parks etc. • give examples of common blend sounds in words like 'brick', 'brother', 'frog', 'friend' etc. 	<p>The learner:</p> <p>LE101. associates words with pictures.</p> <p>LE102. names familiar objects seen in the pictures.</p> <p>LE103. recognizes letters and their sounds A – Z</p> <p>LE104. differentiates between small and capital letters in print/Braille</p> <p>LE105. recites poems/rhymes with actions.</p> <p>LE106. draws/scribbles in response to poems and stories.</p> <p>LE107. responds orally (in any language including sign language) to comprehension questions related to stories/poems</p> <p>LE108. identifies characters and sequence of a story and asks questions about the story.</p> <p>LE109. carries out simple instructions such as 'Shut the door', 'Bring me the book', and such others.</p> <p>LE110. listens to English words, greetings, polite forms of expression, simple sentences, and responds in English or the home language or 'signing' (using sign language)</p> <p>LE111. listens to instructions and draws a picture</p> <p>LE112. talks about self /situations/ pictures in English</p> <p>LE113. uses nouns such as 'boy', 'sun', and prepositions like 'in', 'on', 'under, etc.</p> <p>LE114. produces words with common blends like "br" "fr" like 'brother', frog' etc.</p> <p>LE115. writes simple words like fan, hen, rat etc.</p>

Learning Outcomes

Class - 2

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to:</p> <ul style="list-style-type: none"> • sing or recite collectively songs or poems or rhymes with action • listen to stories, and humorous incidents and interact in English or home language. • ask simple questions, for example, on characters, places, the sequence of events in the story, etc. (Ensure clear lip movement for children with hearing impairment to lip read.) • respond orally in home language or English or sign language or non-verbal expressions. • write 2-3 simple sentences about stories or poems. • look at scripts in a print rich environment like newspapers, tickets, posters etc. • develop phonemic awareness through activities focusing on different sounds, emerging from the words in stories and texts. • listen to short texts from children's section of newspaper, read out by the teacher • listen to instructions and draw a picture • speak and write English, talk to their peers in English, relating to festivals and events at homes and schools. • enrich vocabulary in English mainly through telling and re-telling stories/folk tales. • use appropriately pronouns related to gender such as 'he', 'she', 'his', 'her', and demonstrative pronouns such as 'this', 'that', 'these', 'those'; and prepositions such as 'before', 'between' etc. • read cartoons/ pictures/comic strips with or without words independently. • write 2-3 sentences describing common events using adjectives, prepositions and sight words like "This is my dog. It is a big dog. It runs behind me." 	<p>The learner:</p> <p>LE201. sings songs or rhymes with action.</p> <p>LE202. responds to comprehension questions related to stories and poems, in home language or English or sign language, orally and in writing (phrases / short sentences).</p> <p>LE203. identifies characters, and sequence of events in a story.</p> <p>LE204. expresses verbally her or his opinion and asks questions about the characters, storyline, etc., in English/home language.</p> <p>LE205. draws/ writes a few words or short sentence in response to poems and stories.</p> <p>LE206. listens to English words, greetings, polite forms of expression, and responds in English / home language like 'How are you?', 'I'm fine, thank you .'etc.</p> <p>LE207. uses simple adjectives related to size, shape, colour, weight, texture such as 'big', 'small', 'round', 'pink' 'red' 'heavy' 'light' 'soft' etc.</p> <p>LE208. listens to short texts from children's section of newspapers, read out by the teacher</p> <p>LE209. listens to instructions and draws a picture.</p> <p>LE210. uses pronouns related to gender like 'his/her', 'he/she', 'it' and other pronouns like 'this/that', 'here/there' 'these/ those' etc.</p> <p>LE211. uses prepositions like 'before', 'between' etc.</p> <p>LE212. composes and writes simple, short sentences with space between words.</p>

Learning Outcomes

Class - 3

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to:</p> <ul style="list-style-type: none"> • sing songs/ recite poems in English with intonation. • participate in role-play, enactment of skits. • read aloud short texts/ scripts on the walls, with pronunciation and pause • listen to and communicate oral / telephonic messages • collect books for independent reading in English and other languages/Braille with a variety of themes (adventure, stories, fairy tales, etc.) • read posters, tickets, labels, pamphlets, newspapers etc. • take dictation of words/phrases/sentences short paragraphs from known and unknown texts. • draw and write short sentences related to stories read, and speak about their drawing or writing work. • raise questions on the text read. • enrich vocabulary in English through listening to and reading stories/folk tales. • use nouns, pronouns, adjectives and prepositions in speech and writing. • use terms such as 'add', 'remove', 'replace', etc., that they come across in Maths, and words such as 'rain', 'build' in EVS. • identify opposites and use in communication, for example 'tall/short', 'inside/outside', 'fat/ thin' etc. 	<p>The learner:</p> <p>LE301. recites poems individually/ in groups with correct pronunciation and intonation.</p> <p>LE302. performs in events such as role-play/ skit in English with appropriate expressions</p> <p>LE303. reads aloud with appropriate pronunciation and pause</p> <p>LE304. reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English.</p> <p>LE305. expresses orally her/his opinion/understanding about the story and characters in the story, in English/ home language.</p> <p>LE306. responds appropriately to oral messages/ telephonic communication.</p> <p>LE307. writes/types dictation of words/phrases/sentences.</p> <p>LE308. uses meaningful short sentences in English, orally and in writing, uses a variety of nouns, pronouns, adjectives and prepositions in context as compared to previous class.</p> <p>LE309. distinguishes between simple past and simple present tenses</p> <p>LE310. identifies opposites like 'day/ night', 'close-open', and such others.</p> <p>LE311. uses punctuation such as question mark, full stop and capital letters appropriately.</p> <p>LE312. reads printed scripts on the classroom walls: poems, posters, charts etc.</p> <p>LE313. writes 5-6 sentences in English on personal experiences/events using verbal or visual clues.</p> <p>LE314. uses vocabulary related to subjects like Maths, EVS, relevant to class III.</p>

Learning Outcomes

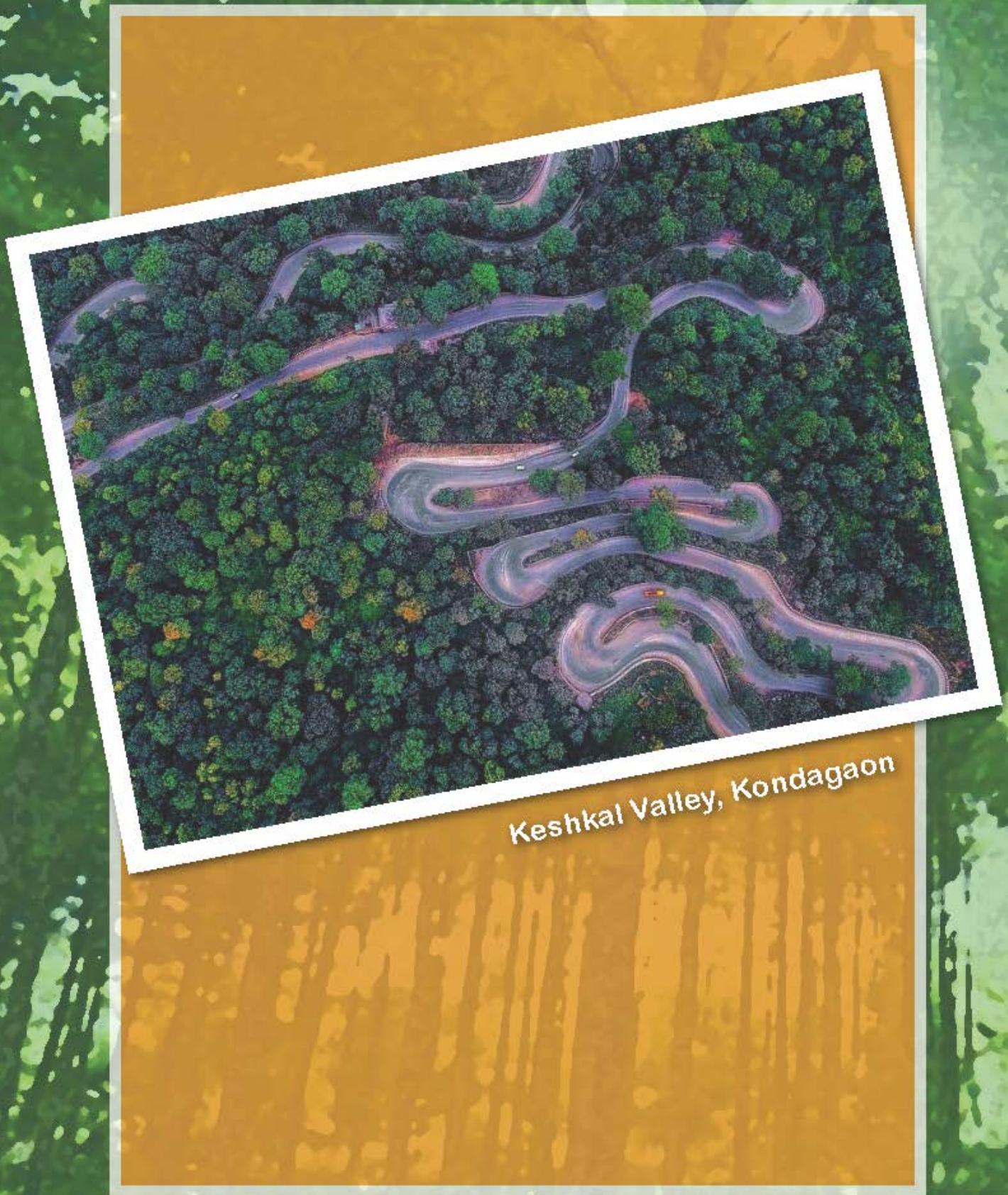
Class - 4

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to:</p> <ul style="list-style-type: none"> • participate in role-play, enactment, dialogue and dramatisation of stories read and heard. • listen to simple instructions, announcements in English made in class/school and act accordingly. • participate in classroom discussions on questions based on the day to day life and texts he/she already read or heard. • learn English through posters, charts, etc., in addition to books and children's literature. • read independently and silently in English/Braille, adventure stories, travelogues, folk/fairy tales etc. • understand different forms of writing (informal letters, lists, stories, diary entry etc.) • learn grammar in a contextual and integrated manner and frame grammatically correct sentences. • notice the use of nouns, pronouns, adjectives, prepositions and verbs in speech and writing and in different language activities. • notice categories and word clines. • enrich vocabulary in English mainly through telling and re-telling stories/folk tales. • start using dictionary to find out spelling and meaning. • practise reading aloud with pause and intonation, with an awareness of punctuation (full stop, comma, question mark); also use punctuation appropriately in writing. • infer the meaning of unfamiliar words from the context. • take dictation of words/phrases/sentences/ short paragraphs from known and unknown texts. • be sensitive to social and environmental issues such as gender equality, conservation of natural resources, etc. • look at cartoons/ pictures/comic strips with or without words and interpret them. • enrich vocabulary through crossword puzzles, word chain, etc. • appreciates verbally and in writing the variety in food, dresses and festivals as read/heard in his/her day to day life and story book, seen in videos, films, etc. 	<p>The learner:</p> <p>LE401. recites poems with appropriate expressions and intonation.</p> <p>LE402. enacts different roles in short skits.</p> <p>LE403. responds to simple instructions, announcements in English made in class/school.</p> <p>LE404. responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read</p> <p>LE405. describes briefly, orally/in writing about events, places and/or personal experiences in English.</p> <p>LE406. reads subtitles on TV, titles of books, news headlines, pamphlets and advertisements.</p> <p>LE407. shares riddles and tongue-twisters in English.</p> <p>LE408. solves simple crossword puzzles, builds word chains, etc.</p> <p>LE409. infers the meaning of unfamiliar words by reading them in context.</p> <p>LE410. uses dictionary to find out spelling and meaning.</p> <p>LE411. writes/types dictation of short paragraphs (7-8 sentences).</p> <p>LE412. uses punctuation marks appropriately in reading aloud with intonations & pauses such as question mark, comma, and full stop.</p> <p>LE413. uses punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters.</p> <p>LE414. writes informal letters/messages with a sense of audience.</p> <p>LE415. uses linkers to indicate connections between words and sentences such as 'First', 'Next', etc.</p> <p>LE416. uses nouns, verbs, adjectives, and prepositions in speech and writing.</p> <p>LE417. reads printed script on the classroom walls, notice board, in posters and in advertisements.</p> <p>LE418. speaks briefly on any familiar issue like conservation of water; and experiences of day to day life like visit to a zoo; going to a mela.</p> <p>LE419. presents orally and in writing the highlights of a given written text / a short speech / narration / video, film, pictures, photograph etc.</p>

Learning Outcomes

Class - 5

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to:</p> <ul style="list-style-type: none"> • discuss and present orally, and then write answers to text-based questions, short descriptive paragraphs. • participate in activities which involve English language use, such as role-play, enactment, dialogue and dramatisation of stories read and heard. • look at print-rich environment such as newspapers, signs and directions in public places, pamphlets, and suggested websites for language learning. • prepare speech for morning assembly, group discussions, debates on selected topics, etc. • infer the meaning of unfamiliar words from the context while reading a variety of texts. • refer to the dictionary, for spelling, meaning and to find out synonyms and antonyms. • understand the use of synonyms, such as 'big/large', 'shut/ close', and antonyms like 'inside/outside', 'light/dark' from clues in context • relate ideas, proverbs and expressions in the stories that they have heard, to those in their mother tongue/surroundings/cultural context. • read independently and silently in English/ Braille, adventure stories, travelogues, folk/fairy tales etc. • find out different forms of writing (informal letters, lists, stories leave application, notice etc.) • learn grammar in a context and integrated manner (such as use of nouns, adverbs; differentiates between simple past and simple present verbs.) • use linkers to indicate connections between words and sentences such as 'Then', 'After that', etc. • take dictation of sort texts such as lists, paragraphs and dialogues. • enrich vocabulary through crossword puzzles, word chain etc. • look at cartoons/ pictures/comic strips with or without words and speak/write a few sentences about them. • Write a 'mini biography' and 'mini autobiography' 	<p>The learner:</p> <p>LE501. answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read.</p> <p>LE502. recites and shares English songs, poems, games, riddles, stories, tongue twisters etc, recites and shares with peers and family members.</p> <p>LE503. acts according to instructions given in English, in games/sports, such as 'Hit the ball!' 'Throw the ring.' 'Run to the finish line!' etc.</p> <p>LE504. reads independently in English storybooks, news items/ headlines, advertisements etc. talks about it, and composes short paragraphs.</p> <p>LE505. conducts short interviews of people around him e.g interviewing grandparents, teachers, school librarian, gardener etc.</p> <p>LE506. uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions.</p> <p>LE507. uses synonyms such as 'big/large', 'shut/ close', and antonyms like 'inside/outside', 'light/dark' from clues in context</p> <p>LE508. reads text with comprehension, locates details and sequence of events.</p> <p>LE509. connects ideas that he/she has inferred, through reading and interaction, with his/her personal experiences.</p> <p>LE510. takes dictation for different purposes, such as lists, paragraphs, dialogues etc.</p> <p>LE511. uses the dictionary for reference</p> <p>LE512. identifies kinds of nouns, adverbs; differentiates between simple past and simple present verbs.</p> <p>LE513. writes paragraphs in English from verbal, visual clues, with appropriate punctuation marks and linkers.</p> <p>LE514. writes a 'mini biography' and 'mini autobiography'</p> <p>LE515. writes informal letters, messages and e-mails.</p> <p>LE516. reads print in the surroundings (advertisements, directions, names of places etc), understands and answers queries</p> <p>LE517. attempts to write creatively (stories, poems, posters, etc)</p> <p>LE518. writes and speaks on peace, equality etc suggesting personal views</p> <p>LE519. appreciates either verbally / in writing the variety in food, dress, customs and festivals as read/heard in his/her day-to day life, in storybook/ heard in narratives/ seen in videos, films etc.</p>



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Chhattisgarh, Raipur**