CS-12: MODERN INDIAN LANGUAGE

UNIT: 1: Language Practice

Role-playing exercises:
Group Discussion and presentation
Language games and activities

Question : 1 : Role-playing exercises:

"Role-Playing is a Fun and Effective Way to Boost Your Communication Skills"

Communication skills are essential for any professional who wants to succeed in their career. Whether you are a manager, a team member, a client, or a partner, you need to be able to express your ideas, opinions, and feedback clearly and effectively. Communication skills can also help you build trust, rapport, and collaboration with others.

But how can you improve your communication skills? One of the best ways is to practice them in realistic scenarios. That's where role-playing comes in. Role-playing is a technique that involves acting out situations that require communication skills. Role play is an educational tool that involves acting out a character or persona. It can help you learn new skills, practice existing ones, and get feedback on your performance.

What is role-playing?

Role-playing is a method of learning by doing. It involves simulating a situation that requires communication skills, such as a meeting, a presentation, a negotiation, or a conflict resolution. Role-playing can be done individually or in groups, with or without an instructor or facilitator.

How can role-playing benefit you?

Role-playing can help you improve your communication skills in several ways:

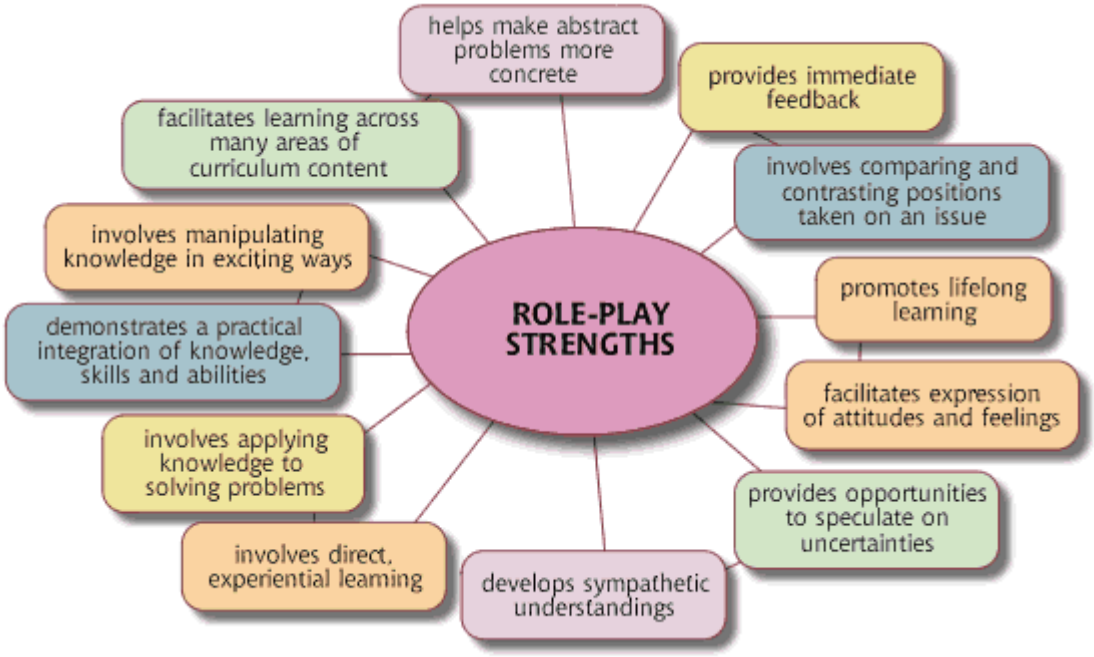
- It can help you practice new skills in a safe and supportive environment.
- It can help you apply existing skills to different situations and contexts.
- It can help you identify your strengths and weaknesses and get constructive feedback.
- It can help you develop confidence and self-awareness in your communication style.
- It can help you learn from others by observing their communication strategies and techniques.

Role-playing is a powerful tool for improving your communication skills. By using it regularly, you can enhance your ability to communicate effectively in various situations and with different people. You can also have fun and learn from others along the way.

Key benefits role playing :

- **Active listening :** Role-playing can help you learn to actively listen to others, including their words, tone, and body language.
- **Assertive (aggressively self-assured- અડગ) communication :** You can assign roles to students and talk them through how to assert themselves when communicating.
- **Improving listening skills :** The blindfold game can help improve listening skills and build trust between co-workers.
- **Cognitive (જ્ઞાનાત્મક) development :** Role-playing helps children learn to navigate social situations and develop strategies to overcome challenges. It also enhances their language skills by using dialogue and vocabulary relevant to the roles they are portraying.

- **Social skills :** Role-playing helps to develop social skills, such as conflict resolution skills (સંઘર્ષ નિરાકરણ કુશળતા), and improves their self-confidence.
- **Communication skills :** Role-playing helps children develop communication skills, such as improving speech, making it closer to real communication.
- **Real-world scenarios :** Role-playing provides real-world scenarios to help students learn. It also allows students to apply their skills and knowledge into practice in real time, simulating real scenarios.
- **Critical thinking :** Role-playing can help students develop critical thinking skills. It can also help students improve their empathy and understand different perspectives.



How to Use Role Play

It is easy to set up and run a role-playing session. It will help to follow the five steps below.

Step 1: Identify the Situation

To start the process, gather people together, introduce the problem, and encourage an open discussion to uncover all of the relevant issues. This will help people to start thinking about the problem before the role-play begins.

Step 2: Add Details

Next, set up a scenario in enough detail for it to feel "real." Make sure that everyone is clear about the problem that you're trying to work through, and that they know what you want to achieve by the end of the session.

Step 3: Assign Roles

Once you've set the scene, identify the various fictional characters involved in the scenario. Some of these may be people who have to deal with the situation when it actually happens (for example, salespeople). Others will represent people who are supportive or hostile, depending on the scenario (for example, an angry client).

Once you've identified these roles, allocate them to the people involved in your exercise; they should use their imagination to put themselves inside the minds of the people that they're representing. This involves trying to understand their perspectives, goals, motivations, and feelings when they enter the situation.

Step 4: Act Out the Scenario

Each person can then assume their role, and act out the situation, trying different approaches where necessary.

It can be useful if the scenarios build up in intensity. For instance, if the aim of your role-play is to practice a sales meeting, the person playing the role of the potential client could start as an ideal client, and, through a series of scenarios, could become increasingly hostile and difficult. You could then test and practice different approaches for handling situations, so that you can give participants experience in handling them.

Step 5: Discuss What You Have Learned

When you finish the role-play, discuss what you've learned, so that you or the people involved can learn from the experience.

For example, if you're using it as part of a training exercise, you could lead a discussion on the scenarios you have explored, and ask for written summaries of observations and conclusions from everyone who was involved.

Some examples of role play :

	STUDENT A	STUDENT B
1	Parent: You suspect your son/daughter is smoking joints or doing some soft drugs but s/he is only 13!!!	Son/Daughter: Some of your friends are doing some soft drugs (you only did a couple of times). You are tired your parent is always spying on you.
2	Boss: Some clients have been recently complaining a lot about one of your workers. You are thinking about firing him/her.	Worker: You are having serious trouble at home and it is affecting your work lately. However, you desperately need this job.
3	University teacher: One of your students asks a very high grade from you to enter a special research programme. You know s/he is not the adequate person for that programme.	University student: You need a very high grade from one of your teachers to enter a prestigious research programme. However, you know this teacher has another candidate in mind. Try to persuade him/her.
4	Travel agent: Sales aren't doing well lately and your boss presses on you to sell more expensive holidays packages.	Customer: You want to go on holidays but can't afford a lot so you are looking for bargains at a travel agency.
5	Friend A: You are moving to a new city and feel really upset about it. You expect a lot of problems and difficult situations waiting for you.	Friend B: Your friend feels really bad about moving and you want to cheer him/her up.
6	Sibling A: You are fed up lending everything to your sister/brother and want to stop it.	Sibling B: Your brother/sister always gets everything just because s/he is older than you and that is not fair.
7	Partner A: Your partner never does anything in the house so all the chores are for you. You are fed up with the situation.	Partner B: You are feeling down because you are jobless and can't find the job of your life.
8	Coach: One of your young athletes isn't doing well lately and you want him/her to improve his/her performance for the next championship.	Athlete: Too much partying and going out is afffecting your performance but social life is also important for you.
9	Student A: Student B has been bullying you for a couple of months and you really want it to stop.	Student B: You are jelaous of student A because s/he always gets good mark, is a trend-setter and has got a great social life unlike you.

Question : 2 : Group Discussion and presentation

- Group discussions can be extremely beneficial to any learning environment, providing a space for critical thinking, open discussion, and diverse opinions.
- A group discussion is a structured conversation between a group of people to discuss a specific topic. The goal of a group discussion is to evaluate a person's ability to communicate, collaborate, and present ideas in a group setting.

- Group discussions promote a deeper understanding of a topic and increase long-term retention. Group discussions can also help increase participants' attention and help maintain their focus by involving them in the learning process.

- The most common form of group discussion involves one person acting as the leader or facilitator of the discussion.
- During the discussion, the leader pays attention to the flow of the conversation while monitoring time limits, encouraging Participation, and helping to build off individual ideas proffered by students.
- Following the discussion, the leader should debrief(સંક્ષિપ્ત) and reflect, summarizing key points for future reference.

Components of Group Discussions: Purpose, Planning and Participation!

1. Purpose: The first components is the purpose of holding a group discussion. The aim of a group discussion is to arrive at a satisfactory conclusion. A group discussion usually helps to decide the next course of action.

2. Planning: Planning is a crucial element. People decide the aim of the discussion. A group discussion that aims to arrive at some decision cannot just have random expression of ideas. The discussion has to be planned in such a manner that every step takes the group closer to its goal.

3. Participation: The participation of members is the life of any group discussion. Members of a group have to be drawn out. It should not be dominated by a few. Although this does tend to happen in most group discussions, the silent members' intelligent listening also helps.

What Are the Types of Group Discussions?

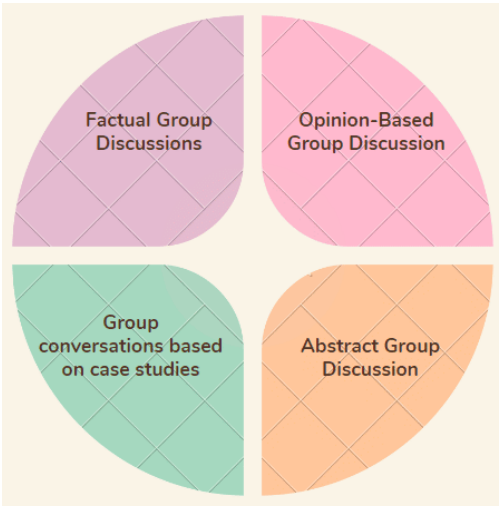
There are two types of Group Discussion, which are listed below:

1. Topic-Based Group Discussion

There are few candidates in a group, where each group is given any topic. The group members discuss the topic, which is called a Group Discussion.

The topic-based Group Discussion can be further classified as:

1. **Controversial Topics** [The example of the controversial topics can be Reservation System, Religion equality, etc.]
2. **Knowledge-Based topics** [The examples of Knowledge-Based topics can be 'CAT vs. GATE' and 'Government jobs vs. Private jobs'.]
3. **Abstract Topics** [The abstract topics test the creativity and thinking of a candidate. It also tests the communication skills. The example of Abstracts topics can be 'A walk to remember'.]
4. **Conceptual topics** [The example of Conceptual topics can be 'Life is a Puzzle.']



2. Case Study Based Group Discussion

The Case study-based Group Discussion is generally followed by the MBA Institutes, such as IIM, etc. In such a discussion, a problem is given, and the participants are asked to resolve them. The preparation time is also higher as compared to

other discussions. The panellists test the teamwork and decision-making skills of the participants.
The example of Case study-based topics can be 'Discussion between boss and manager'.

Rules of Group Discussion

- Prepare well for the topic.
- Be confident about your content
- Participants Introduction
- Body Language
- Leadership
- Avoid false starts or commitments
- Follow your Domain
- Do not fight

Estimated criteria for a Group Discussion

The performance of an effective Group discussion depends on **individual skills** and **group coordination**.

Individual Skills	Group Coordination
Communication Skills	Body Language
Content	Behaviour
Fluency	Listening Skills
Creativity	Leadership Quality
Decision Making	Team Work
Initiative	
Analytical Skills	
Enthusiasm	

Group discussion offers a variety of advantages:

It helps students master communication and collaboration skills, utilizes every participant's strengths, encourages active engagement from all members to avoid monopolizing the conversation, builds critical thinking and meta-cognition, allows for different perspectives and experiences to be adequately expressed, and fosters a sense of unity within the group.

- **Improved communication :** Group discussions help participants better understand each other's perspectives and ideas. They can also help students improve their communication skills and become better listeners.
- **Increased creativity :** Different perspectives from multiple people can create a large number of ideas and combinations of thoughts.
- **Better problem-solving skills :** Group work creates opportunities for students to problem-solve and facilitate learning.
- **Better memory recall :** Studies show that group discussions lead to better memory recall and learning.
- **Improved confidence :** Showing confidence in your abilities and knowledge of the subject can differentiate you from others.

- **Enhanced critical thinking :** Group discussions encourage the development of critical thinking.
- **Improved teamwork :** Teamwork can make you happier by creating an ideal environment for people to collaborate, provide honest feedback and offer mutual respect.
- **Improved body language :** The way we hold our bodies, the expressions on our faces, and the way we move can all convey messages that can help (or hinder) the discussion.

Disadvantages of Group Discussion

1. **A Time-Consuming Process :** Group discussion takes time because participants must listen to one another, share ideas, debate contrary views, and reach a conclusion.
2. **Sometimes leads to Unproductive Discussions :** For a variety of reasons, group conversations might result in fruitless discussions.
3. **Create Personal Conflicts between the Colleagues :** Group conversations can be a cause of dispute and tension when different viewpoints are expressed and discussed, which can lead to interpersonal issues between co-workers.
4. **Interruptions –** Group members tend to interrupt one another and give answers too quickly. This can make it difficult to come up with ideas.
5. **Not for everyone –** Group discussion isn't for everyone. For example, some people might not be comfortable speaking in front of a group and may also not be able to contribute as much due to anxiety. Others may find that they cannot finish their participation in the discussion due to time constraints. In Group discussion if someone is hesitant to voice their opinion, the other team members will suppress their point and move on.
6. **Can get very confusing –** Group discussions are wonderful ways to spark ideas and facilitate discussion. However, they can also get very confusing when the group is large or the number of topics being discussed is quite high. It is easy for everyone to get mixed up and not know what they're talking about.
7. **Not everyone will get a chance to express their views –** In a group discussion, not everyone will get a chance to express their views. Some people may feel that they are being ignored or that their opinion is not as important. When someone doesn't speak up, it could be because they're nervous, shy, or forgot what they wanted to say.
8. **May not be as effective as a lecture –** Group discussions are a time-consuming method of teaching and often less effective than lectures. Lectures are quick and easy to produce, while group discussions have a lot of time required in them. Lectures also allow you to teach more than one at once, while group discussion is limited in the number of people it can reach. Lectures can also be recorded for later use and consumption which is not possible with group discussions.

Question : 3 : Language games and activities

- A language game is an activity for learning language and improve spoken skills.
- There is an old Chinese saying that portrays the magnificence of learning dialects through games: "tell me, and I'll forget. Show me, and I may remember. Involve me, and I'll understand."
- The best language games are intended to include you in various methods of utilizing the language.
- Games give an incredible individual approach to get familiar with the languages and likewise it helps to improve spoken skills and writing abilities.
- Language games can be effective in learning language because they:
  - Allow students to practice language skills.

- Encourage them to interact and communicate in a meaningful context.
- Provide a stress-free and natural environment for all learners to enhance the usage of language

Importance of language games in learning process :

Games can be effective for language learning in many ways:

- **Fun:** Games can make learning fun and enjoyable, which can motivate learners to participate more actively.
- **Stress-free:** Games can provide a stress-free environment for learners to practice language skills and enhance their usage.
- **Practice:** Games can provide hidden practice of specific language patterns, vocabulary, and pronunciation.
- **Collaboration:** Many games require learners to play with others and follow rules.
- **Critical thinking:** Games can foster critical thinking and problem-solving as learners need to listen and evaluate the views of other learners.
- **Feedback:** Games can provide instant feedback and reinforcement.

The Benefits of Language Games

- Time effective
- A welcome break from the usual method of education
- Fun and enjoyable
- Provides meaningful context for language use
- Increases learning motivation
- Promotes communicative competence
- Reduces anxiety of making errors
- Integrates numerous linguistic(ભાષાકીય) skills: reading, listening, speaking and writing
- Encourages players to use the language
- Creates positive attitudes towards learning

Disadvantage of game based learning :

- Time consuming
- Distracting
- Unproductive
- Loss of interest

Some basic examples of language games :

Pictionary :

The game involves one person trying to convey a word or phrase to their team using only drawings, while their team members try to guess the correct answer.

This game is particularly effective at improving communication skills because it requires both clear visual communication and active listening.

Charades (Damsharas) :

To play charades, the group is divided into two teams. Each team takes turns selecting a word or phrase that their teammate will act out without speaking.

The other team then has to guess what the word or phrase is based on the player's gestures and movements.

Picture-Telling

This game involves picture-description, which helps the students develop their analysing skills as well.

Debates:

A debate is an organized argument or contest of ideas in which the participants discuss a topic from two opposing sides. This will help to Improve critical thinking, Improve their research skills and communication skills

Unit : 2 Language Proficiency

Reading comprehension and speed
Speaking and Listening skills
Technical and academic vocabulary

Question : 1: Reading comprehension and speed :

- Reading comprehension is the ability to process written text, understand its meaning, and integrate with what the reader already knows. It relies on two abilities that are connected to each other: word reading and language comprehension.
- Reading comprehension is one of the pillars of the act of reading. It consists of two elements including vocabulary knowledge and text comprehension.
- In order to understand text, we must understand each word that we are reading. We then have to be able to put the words together to develop an overall conception of what it is trying to say.

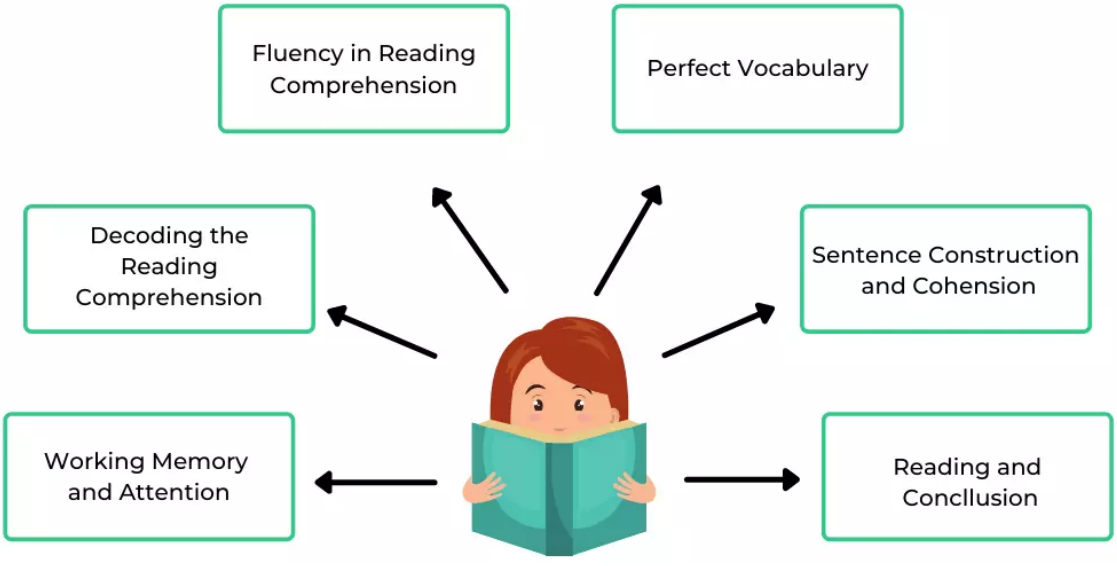
Reading comprehension involves:

- **Word reading:** Being able to decode the symbols on the page
- **Language comprehension:** Being able to understand the meaning of the words and sentences
- **Making connections to prior knowledge:** Connecting a new idea to knowledge and experiences already known
- **Understanding the relational, emotional, and social aspects of the characters:** Understanding the dynamics between the plot, motive, and characters in the story

Some strategies for reading comprehension include:

- **Summarization:** Requires students to determine what is important in the text and then put it into their own words by retelling
- **Fluency:** Builds a bridge between word recognition and comprehension
- **Reading for meaning:** Focus on discussing and understanding what you are reading, not just pronouncing the words correctly

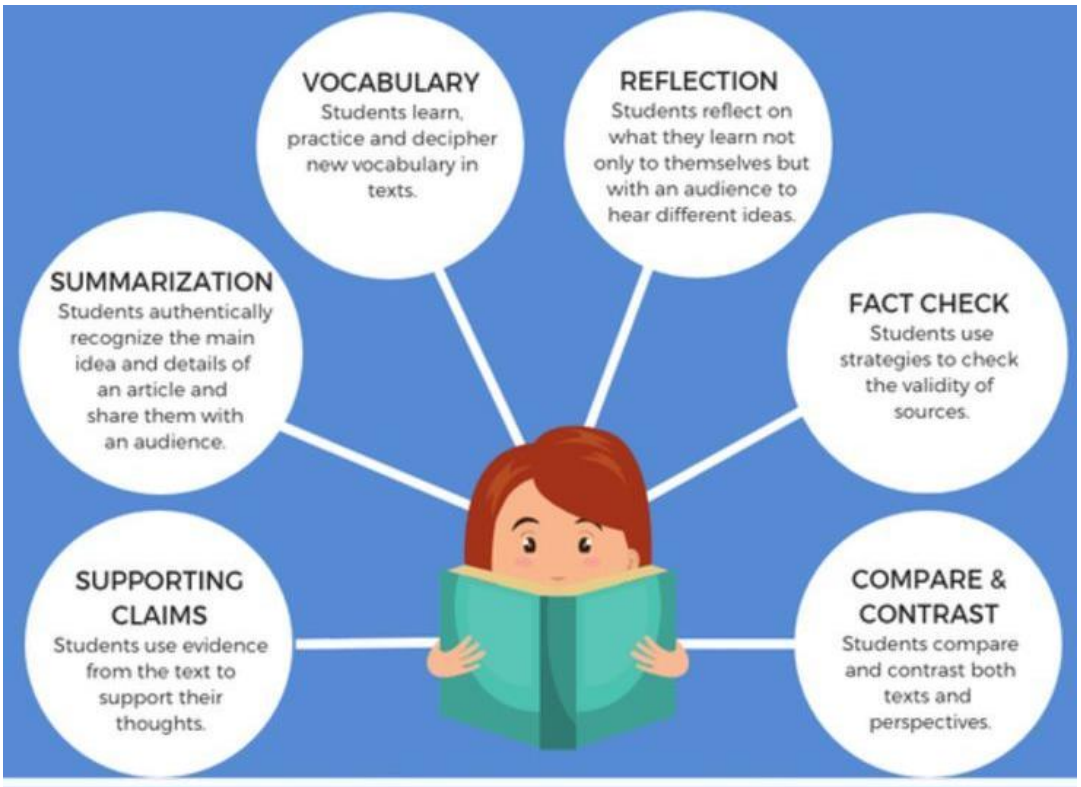
Rules for reading comprehension :



Skills recommendations for Reading Comprehension :

- **Decoding the Reading Comprehension :** Decoding relies on an early language skill called Phonemic awareness. Decoding also relies on connecting individual sounds to letters.
- **Fluency in Reading Comprehension :** Fluency speeds up the rate at which they can read and understand the text. Sounding out or decoding every word can take a lot of effort.
- Word recognition is the ability to recognize whole words instantly by sight, without sounding them out.
- **Vocabulary :** To understand what you're reading, you need to understand most of the words in the text. Having a strong vocabulary is a key component of reading comprehension. Students typically learn the meaning of words through everyday experience and also by reading.
- **Sentence Construction and Cohesion (**સુસંગતિ**) :** Most readers relate what they've read to what they know. So, students need to have the background or prior knowledge about the world when they read. They also need to be able to "read between the lines" and pull out meaning even when it's not literally spelled out.
- **Reasoning and Conclusion :** The capacity or the efficiency to reason a given passage and then draw conclusion from the stated facts is highly required in solving a reading comprehension question.
- **Working Memory and Attention :** When students read, attention allows them to take in information from the text. Working memory allows them to hold on to that information and use it to gain meaning and build knowledge from what they're reading.
- **Predicting:** Helps readers make predictions about what they will read before reading
- **Summarizing :** Summarizing forces you to remember specific details and central topics about what you read in your own words and through your own unique perspective.
- **Visualizing :** Visualizing is a comprehension strategy that allows readers to create mental images of the text they are reading. This can be especially helpful when reading fiction, as it can help readers to better understand and imagine the story.

Reading comprehension skills :



Question : 2 : Speaking and Listening skills (Listening Skills)

- Speaking skills are the ability to communicate effectively verbally, while listening skills are the ability to receive sound, understand the message, and respond to it.
- Speaking is an interactive process where information is shared, and if necessary, acted upon by the listener. So, it's important to develop both speaking and listening skills in order to communicate effectively.
- They can help with confidence, clarity, persuasion, leadership, networking, career advancement, and personal development.

The elements of speaking skills or Components of Speaking

Speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, fluency and comprehension. Speaking has some important components, there are:

1. **Grammar :** Grammar is a set of rules which describe how we use a language. The aim of grammar is also to learn the correct way to gain expertise in language in oral written forms.
2. **Vocabulary :** Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express his/ her ideas in both oral and written forms.
3. **Pronunciation :** Pronunciation is the way for students " to produce clearer language when they speak. It deals with the phonological(ઉચ્ચારણ).
4. **Fluency :** Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners.
5. **Comprehension :** Comprehension also is the one components of speaking. Comprehension is the mind, act power of understanding exercise aimed in improving is testing ones.

Here are some tips to improve your speaking and listening skills:

- **Active listening :** This involves paying attention to the speaker, maintaining eye contact, asking questions, and paraphrasing what was said. It helps in better comprehension and retention of information.
- **Listen and repeat :** When you are learning a new word, sentence, or phrase, take time to listen carefully and then repeat it back to yourself. This will help embed the information in your memory for future use.
- **Expand your vocabulary :** Building a strong vocabulary will not only help you articulate your thoughts better but also enhance your fluency and coherence. You can start by reading extensively, noting down new words, and learning their meanings and usage.
- **Practice public speaking :** By initiating conversations, you can gain confidence and develop better methods for speaking with others. This could include practicing your active listening skills, or use of vocabulary words.
- **Writing :** Writing helps to improve all the other skills of listening, speaking and reading as they are all interrelated. Writing does not only stimulate thinking, compel students to concentrate and organize their ideas, and cultivate their abilities to summarize, analyze and criticize.
- **Improve your pronunciation :** Good pronunciation can help improve your reading, writing and communication. By using good pronunciation, you can effectively convey your message to your listeners.
- **Reflect:** After a conversation, ask yourself questions like how much you understood the other person, how confident you felt, and how comfortable you were about the topic

- **Prepare:** Prepare what you're going to say, and get rid of conversation fillers
- **Customize your message:** Use words that suit the occasion and the audience

Types of listening skills

1. **Informational listening :** When you want to learn something, you'll use informational listening to understand and retain information.
   It usually takes a high level of concentration to perform this type of listening. That's because you need to be highly engaged to understand a new concept.
   You also need to apply critical thinking to what you are learning. This is so you can understand what you're learning within the context of relevant information.
2. **Discriminative listening :** Discriminative listening is the first listening type that you're born with. Everyone innately has discriminative listening skills.
   You use this type of listening before you even know how to understand words. Instead of relying on words, discriminative listening uses tone of voice, verbal cues, and other changes in sound.
   Discriminative listening is how babies understand the intention of a phrase before they can understand words. If someone speaks to them in a happy and amused tone of voice, they'll smile and laugh back. They can also tell who is talking because they recognize different voices.
3. **Biased listening :** Biased listening is also known as selective listening.
   Someone who uses biased listening will only listen for information that they specifically want to hear.
   This listening process can lead to a distortion of facts. That's because the person listening isn't fully in tune with what the speaker wishes to communicate.
4. **Sympathetic listening :** Sympathetic listening is driven by emotion.
   Instead of focusing on the message spoken through words, the listener focuses on the feelings and emotions of the speaker.
   By using sympathetic listening, you can provide the support the speaker needs. You can understand how they're really feeling, not what they say they are feeling.
5. **Comprehensive listening :** Unlike discriminative listening, comprehensive listening requires language skills. This type of listening is usually developed in early childhood.
   People use comprehensive listening to understand what someone is saying using words. You'll also use comprehensive listening when you receive feedback.
6. **Empathetic or therapeutic listening :** Empathetic listening is useful to help you see from other people's perspectives.

Using this type of listening, you can try to understand someone else's point of view as they're speaking. You can also try to imagine yourself in the other person's shoes. Instead of just focusing on their message, you can use empathetic listening to relate to someone else's experiences as if they were your own.

7. **Critical listening :** If you need to analyze complex information, you'll need to use critical listening.
   Using critical thinking while listening goes deeper than comprehensive listening. Instead of taking the information at face value, you can use critical listening to evaluate what's being said. Critical listening is crucial when problem-solving at work.

Speaking and listening skills can help you in many ways, including:

- **Confidence:** Speaking skills can help you feel more comfortable around others and take on new responsibilities.
- **Communication:** Speaking confidently and clearly can make you seem knowledgeable.
- **Critical thinking:** Public speaking requires problem solving, which is a critical thinking skill.
- **Leadership:** When you can communicate your ideas and lead a group, you're more likely to be successful.
- **Career advancement:** Employers are more likely to promote or hire people with good public speaking skills.
- **Listening:** Developing strong listening skills can enhance your speaking abilities.
- **Social connections:** Public speaking can help you connect with others and make new friendships.
- **Network:** Enhancing your language skills can help you expand your network and make new connections.

Question : 3 : Technical and academic vocabulary

- Vocabulary can be compared to the bricks that make up the walls of a house. The more bricks (words) we have, the stronger our walls (language) will be.
- A robust vocabulary improves all areas of communication — listening, speaking, reading and writing.
- A strong vocabulary forms the foundation for good spoken and written communication skills.
- When children know more words, this increases their understanding, allowing them to communicate in greater detail and express their wants and ideas more clearly.

Here are some reasons why vocabulary is important for communication:

- **Improves communication:** A strong vocabulary can improve all areas of communication, including listening, speaking, reading, and writing.
- **Helps with comprehension:** Research shows that children need to understand 98% of the words they read to understand what they're reading.
- **Helps with writing:** A good vocabulary can help you write more effectively.
- **Helps with occupational success:** Vocabulary can help with occupational success.
- **Helps with language development:** Children who develop a rich vocabulary tend to be deeper thinkers, express themselves better, and read more.

Technical vocabulary : (Video link)

- Each subject has words which are either used specifically in that subject area (and not in general English), or common words which are used with special meaning in that subject area. Such words are known as technical, domain-specific or subject-specific vocabulary.
- Technical vocabulary (also called 'jargon' or terminology) is a set of words and phrases that is used mainly in a specific academic or professional field.
- For example, when people working with computers and software use terms like 'chip', 'byte', 'cookie', 'bug', 'virus' etc., the words have a meaning that is different from their general meaning.
- Since every discipline has its own specialised vocabulary, it would be impossible to know or master the jargon of all domains.
- Technical vocabulary is used to ensure effective communication within a specific field.
- It helps experts understand and convey complex ideas efficiently.

Here are some examples of technical vocabulary:

English: Metaphor, simile, and personification

Biology: Photosynthesis, gestation, and respiration

Medicine: Benign, malignant, and anti-inflammatory

Mechanical engineering: Abrasion, acceleration, and torque

Economics: Cost, demand, price, and supply

Electronics: Circuit, field, energy, and plate

Here are some things that can help with learning technical vocabulary:

- **Recognizing technical words**
  Many technical words have Greek or Latin base forms, which can be easy to recognize.
- **Using online resources (Use glossaries and dictionaries)**
  There are many online dictionaries and glossaries(શબ્દકોષ) of specialized words in the English language.
- **Learn from feedback and mistakes**
  Feedback and mistakes can help you learn from them.
- **Use context clues**
  Using context clues can help you learn new vocabulary. This helps you understand how to find relevant information for the word within the context it is being used.

Academic vocabulary:

Academic vocabulary is a set of words that are commonly used in academic text and dialogue. They are not always common words that are used in informal conversation.
In general, academic vocabulary can be considered to consist of three types of vocabulary:

- **general words** which are acceptable for academic use;
- **non-general 'academic'** words;
- **technical words** specific to an individual subject area.

Academic vocabulary can help students understand oral directions, classroom instructions, and text across different subject areas.

The words in our vocabulary fall into three tiers.

- **Tier 1 words** include basic or high-frequency vocabulary words and usually don't include multiple meaning words.

- **Tier 2 words** are less familiar to students but help in comprehending written texts and conversations shared between the teacher and student. Tier 2 words are “general academic words” and sometimes may be referred to as “rich vocabulary.”
  These words are precise but more subtle forms of familiar words and include multiple meaning words. For example, instead of saying “he *walked*,” one may say “he *sauntered*.”
- **Tier 3 words** are “domain specific” and are critical to understanding subject content. Generally, they have low frequency use and are limited to specific subjects – i.e., the geographical terms *isthmus, peninsula,* and *cape*. We find Tier 3 words in informational texts or textbooks.
  Tier 3 words are best learned through direct instruction within specific subject or content lessons.

  Here are some ways to increase your vocabulary:
  - Direct vocabulary instruction
  - Use new words in everyday language
  - Play word games
  - Developing a reading habit
  - Using the dictionary and thesaurus (a book of words or of information about a particular field or set of concepts.)
  - Subscribing to “word of the day” feeds
  - Using mnemonics (સ્મરણશક્તિ સહાયક)
  - Practicing using new words in conversation
  - Keep a vocabulary journal
  - Use a reverse dictionary : A reverse dictionary can help you find words based on their context. This can be helpful if you know what you want to express, but can't remember the word.

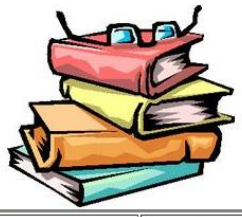
Unit 3 : Activities

Creating :

- Short story
- Poem
- Dialog

Question 1 : Short Story :

- A short story is a work of fiction(કાલ્પનિક) that can be read in one sitting, usually between 20 minutes and an hour.
- The average short story is 1,000–7,500 words, but some can be as long as 15,000 words
- At around 10 to 25 pages, that makes short stories much shorter than novels, with only a few approaching **novella**(If the short story had a big sister, it would be the novella.) length.
- A piece of fiction shorter than 1,000 words is considered a “short short story” or “flash fiction,” and anything less than 300 words is rightfully called “microfiction.”
- Short stories are one of the oldest types of literature. The modern short story developed in the early 19th century.
- Short stories typically focus on a single event with one or two characters. They often have simple plots, few characters, and a quick beginning and end. The goal is to evoke a single effect or mood.



SETTING	PLOT
CONFLICT	CHARACTER
POINT OF VIEW	THEME

Some key elements of a short story include:

- **Plot:** The events that take place in the story.
- **Character:** The characters in the story.
- **Setting:** The time and place where the story takes place.
- **Conflict:** The problem that drives the plot forward.
- **Theme:** The central idea or belief in the story.

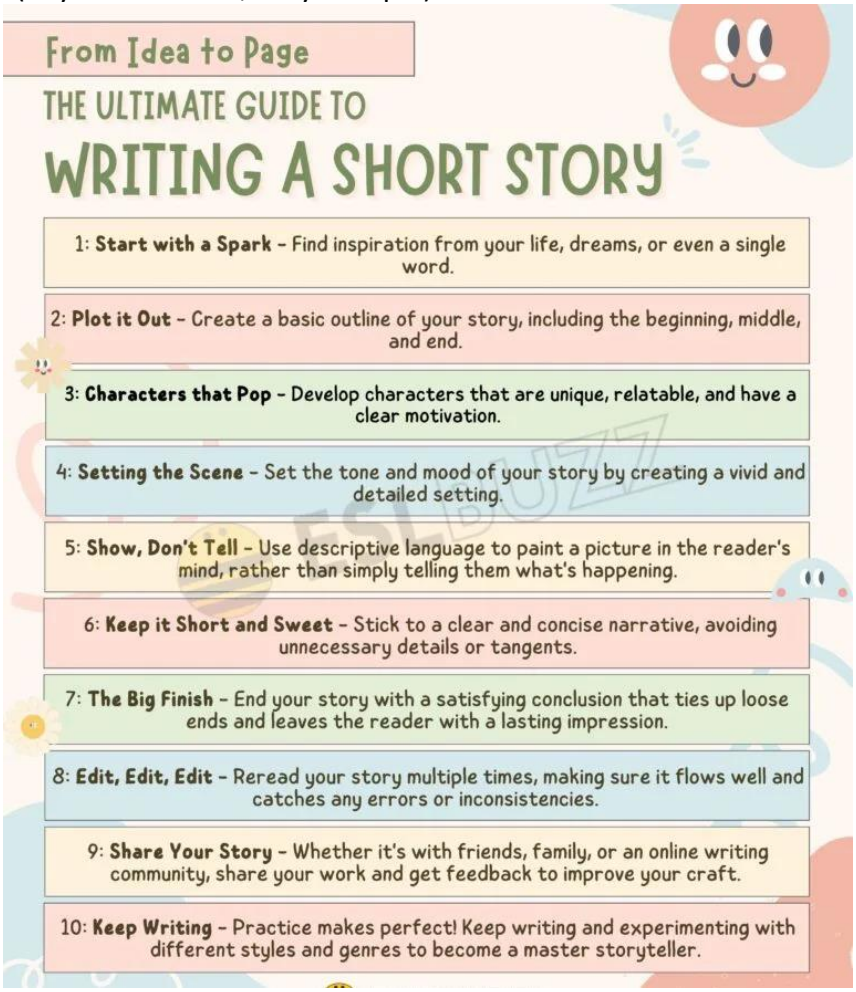
What are the different types of short stories?

Short stories come in all kinds of categories: action, adventure, biography, comedy, crime, detective, drama, dystopia, fable, fantasy, history, horror, mystery, philosophy, politics, romance, satire, science fiction, supernatural, thriller, tragedy, and Western.

Here are some popular types of short stories, literary styles, and authors associated with them:

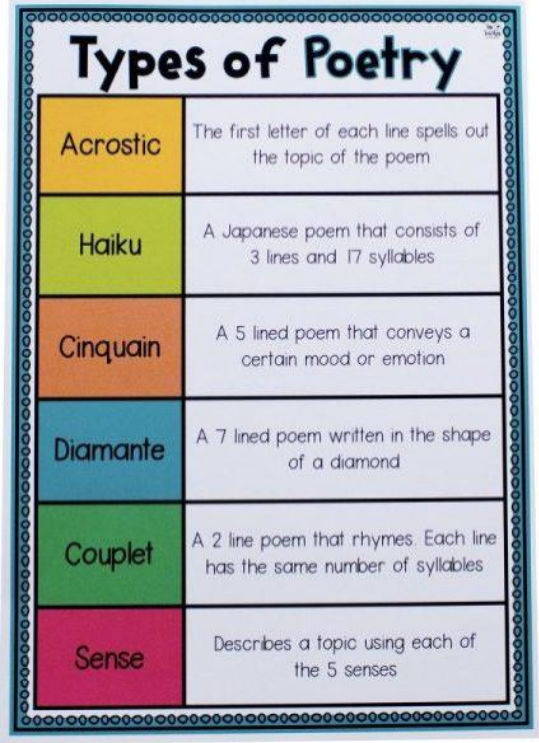
- **Fable:** A tale that provides a moral lesson, often using animals, mythical creatures, forces of nature, or inanimate objects to come to life (Brothers Grimm, Aesop)
- **Flash fiction:** A story between 5 to 2,000 words that lacks traditional plot structure or character development and is often characterized by a surprise or twist of fate (Lydia Davis)
- **Mini saga:** A type of micro-fiction using exactly 50 words (!) to tell a story
- **Vignette:** A descriptive scene or defining moment that does not contain a complete plot or narrative but reveals an important detail about a character or idea (Sandra Cisneros)
- **Modernism:** Experimenting with narrative form, style, and chronology (inner monologues, stream of consciousness) to capture the experience of an individual (James Joyce, Virginia Woolf)
- **Postmodernism:** Using fragmentation, paradox, or unreliable narrators to explore the relationship between the author, reader, and text (Donald Barthelme, Jorge Luis Borges)
- **Magical realism:** Combining realistic narrative or setting with elements of surrealism, dreams, or fantasy (Gabriel García Márquez)

- **Minimalism:** Writing characterized by brevity, straightforward language, and a lack of plot resolutions (Raymond Carver, Amy Hempel)



Process of writing shortb stories :

Question : 2 : Poem :



- A poem is a piece of writing that uses words to share ideas, emotions, or a story with the reader.
- A person who writes a poem is called a poet.
- Many poems have words or phrases that sound good together when they are read aloud.
- There are dozens of different poetic forms, such as verse, haiku, sonnet, and ballad.
- Many poems have words or phrases that sound good together when they are read aloud. Most poems for children rhyme or they have rhythm (just like music) or repetition. But a poem doesn't have to rhyme!
- People have been writing poetry for over 4,000 years.

Here are some types of poems:

Poetry techniques :

- **Rhyming :** To make your poem rhyme, the words at end of the lines should sound the same or very similar, e.g. cow and now
- **Alliteration :** This means using lots of words that start with the same letter or sound.
- **Repetition :** You can repeat the same word, phrase or even line to get your idea across or to give your poem a more dramatic ending.
- **Similes :** Poems are a great way to use your imagination, and similes allow you to compare two things using the words 'like' or 'as' (as cold as ice, as light as a feather).
- **Personification :** In poems, you can use your imagination to bring objects or animals to life and describe them like you would describe a human.

How to write a Poem ? (steps to write a poem)

Question : 3 : Dialog : (Video Link)

- "Dialogue" and "dialog" are different spellings of the same word. "Dialogue" is more common in British English, while "dialog" is more common in American English. However, in recent years, these spellings have taken on different meanings.
- Dialogue is often used to refer to the conversation between two or more people that was written for and featured in a book, film, or play. It can also simply be a conversation between people (in real life, not in a book, film, or play).
- "Dialogue" is used to describe a conversation, usually in a play, book, or movie. For example, "I wrote a dialogue between a customer and a shopkeeper".

What are the 5 skills of Dialogue?

Global Communication : The ability to speak authentically when communicating across cultures by sharing personal stories, values, and perspectives and respecting differing or challenging views of others.

Active Listening : The ability to listen to others, understand what they are saying, and show empathy and recognition.

Critical Thinking : The ability to evaluate, analyse and interpret information about self, others, and the world.

Questioning : The ability to inquire for deeper understanding, inclusion of all voices, and to move the dialogue forward.

Reflection : The ability to evaluate and assess our own and others experience of dialogue and the impact it has on our own development.

Tips to create better dialogue :

1. Learn how to format speech

"Use commas before closing speech with dialogue tags," she said.

2. Imitate good examples

Read examples and practice carrying on dialogue in the author's style.

3. Cut filler

Skip rote pleasantries ("Fine thanks and you?") - focus on the significant.

4. Include conflict

Show characters' opposing wills, wants and needs for lively exchange.

5. Keep it relevant

Ask, "What does this dialogue contribute to the story?"

6. Show character

Show feelings in dialogue using gestures and expressions.

7. Deepen using setting

E.g. How do characters communicate on a noisy ship?