शिक्षक प्रशिक्षण मॉड्यूल
अंग्रेजी पाठ्यपुस्तक
कक्षा 6 से 8 पर आधारित

राजस्थान राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण संस्थान, उदयपुर
स्कूल का मूल्यांकन डेशबोर्ड स्कूल की प्रमुख निर्णायक क्षेत्रों और मूल मानकों जिसमें सुधार हेतु उठाये गए कदम समृद्धित हैं, को समेकित स्व-मूल्यांकन रिपोर्ट तैयार करने में सहायता करता है। इसके तीन भाग हैं— (i) विद्यालयों और अध्यापिकाओं के बारे में आधारभूत जानकारियाँ (ii) स्कूल समय मूल्यांकन की संपुर्नता सारणी जो सत्ता प्रमुख क्षेत्रों और उनके मूल मानकों में स्कूल निर्णायन की समग्रता तत्कालीन उपलब्ध कराता है, और (iii) सत्ता विधायक सुधार हेतु कार्य योजना। डेशबोर्ड पर बाहर-मूल्यांकन रिपोर्ट के लिए भी प्रयोग होता है। ‘स्कूल मूल्यांकन डेशबोर्ड’ एक विशेष वेब पोर्टल पर ऑनलाइन उपलब्ध है। विधायक संवादाध्यक्ष (Interactive) वेब पोर्टल का योग करते हुए अपनी स्व-मूल्यांकन रिपोर्ट को जमा कर सकते हैं। बाहर-मूल्यांकनकर्ताओं को अपनी मूल्यांकन रिपोर्ट देने के लिए उसी वेब पोर्टल का प्रयोग करना होता है। स्व-मूल्यांकन और बाहर-मूल्यांकन को शामिल करते हुए वेब पोर्टल के द्वारा एक समेकित स्कूल मूल्यांकन रिपोर्ट ऑनलाइन तैयार हो जाती है। ‘स्कूल मूल्यांकन डेशबोर्ड’ का उपयोग स्कूल मूल्यांकन रिपोर्ट और उनके आकड़ों को देखने और विश्लेषण करने के लिए किया जा सकता है जिसे विधायक को उपयुक्त सहायता देने के लिए ल्याक, जिला और राज्य स्तर तक समेकित किया जा सकता है। यह विधायकों की अपनी उद्देश्य प्रगति एवं सुधार की जानकारी प्राप्त करने में सहायता करता है। यह विधायकों को अपने सत्ता उपयुक्त और उपयुक्त कार्यवाही के लिए दिशानिर्देश प्रदान करता है और अपने कार्यों के पुर्त-मूल्यांकन का अवसर प्रदान करता है। ब्लॉक, जिला और राज्य स्तरीय समेकित आंकड़े सभी स्तरों पर नीतिपर निर्णयों में सहायता दे सकते हैं।
TEACHER TRAINING MODULE
Based on English text books of class 6 to 8

STATE INSTITUTION OF EDUCATIONAL RESEARCH AND TRAINING, UDAIPUR (RAJASTHAN)
Preface

English is not only the associate official language of this country but also a link language between different states of the country. Because of its increasing use in communication, it has been decided to introduce it from class-I in our state so that the young learners may cater to the demands of English knowing society. As it has been introduced from class-I, an attempted has been made to develop the competencies of listening, speaking, reading, writing and communicative skills amongst the student thorough the new text books recently developed by the English language experts of SIERT, Udaipur and published by RSTB Jaipur and introduced the in the schools of the state. It has become imperative to train the primary, the upper primary school teachers of the state in the various devices/ techniques of teaching English so that they may transact the language material to the learners effectively and usefully and realize the objectives of English language teaching to the maximum.

It has been felt that most teachers, who are working in primary / elementary schools, are unaware of the content and the methodology of teaching English and how to develop communicative skills among the students of primary/ upper primary classes of the state.

Keeping this view in mind, a module has been designed and prepared to train the teachers of upper primary level in order to acquaint them with the content, methodology and the various devices of ELT so that they can not only teach English well but also give good grounding to the learners so that they may become the efficient users of English language through their active participation in the various activities that may be conducted during the delivery of the lessons in the class rooms.

This module contains talks related to various areas of the English language teaching – teaching of prose, poetry, composition, vocabulary, functional, grammar, spoken English practice for fostering the communicative skills etc.

It is hoped that through this module the teachers in the field will not only be familiar with the methods and techniques of teaching English language but also be able to strengthen their teaching skills with a view to enhance the learners’ competencies in English language and making their class room teaching student centered.

We expect that the UPS teachers will find themselves fully benefitted by this module. They, in their own turn, will benefit the students in learning English language.

Suggestions for improvement of this module will be welcomed.
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# A Six Day Training Programme for K.R.P.S. of English (UPS level)

<table>
<thead>
<tr>
<th>Time</th>
<th>9.30 to 10.30 am</th>
<th>10.30 to 12.00 pm</th>
<th>12.00 to 12.10 pm</th>
<th>12.10 to 1.30 pm</th>
<th>1.30 to 2.00 pm</th>
<th>2.00 to 3.30 pm</th>
<th>3.00 to 3.40 pm</th>
<th>3.40 to 5.00 pm</th>
<th>6.00 to 7.00 pm</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Registration Inauguration Introduction of Training Programme Pre- Test</td>
<td>Short break</td>
<td>Nature of Language &amp; Transaction of Text Books</td>
<td>LUNCH</td>
<td>Nature of Language &amp; Transaction of Text Books</td>
<td>Tea Break</td>
<td>Communicative Approach Introduction to condensed course.</td>
<td><strong>Evening Session</strong></td>
</tr>
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<td><strong>II</strong> Prayer and Report of Previous Day</td>
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<td>Short break</td>
<td>Reading Comprehension (Prose)</td>
<td>LUNCH</td>
<td>Reading skills/ Comprehension (Poetry) by KRP</td>
<td>Tea Break</td>
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<td>Introduction to remedial classes.</td>
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<td><strong>III</strong> Prayer and Report of Previous Day</td>
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<td>Functional Grammar</td>
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<td>Spoken English/ Reading Skills by KRP</td>
<td>Tea Break</td>
<td>Preparation and Use of TLM</td>
<td>Introduction to SIQE</td>
</tr>
<tr>
<td></td>
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<td>Communicative Approach by KRP</td>
<td>Short break</td>
<td>Teaching Vocabulary by KRP</td>
<td>LUNCH</td>
<td>Use of TLM by KRP</td>
<td>Tea Break</td>
<td>Question Framing by KRP</td>
<td>Poetry Recitation</td>
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<tr>
<td></td>
<td><strong>VI</strong> Prayer and Report of Previous Day</td>
<td>Functional Grammar by KRP</td>
<td>Short break</td>
<td>Language Game</td>
<td>LUNCH</td>
<td>Tools of Testing</td>
<td>Tea Break</td>
<td>Post Test Valediction</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** TIME TABLE WILL BE THE SAME FOR THE TRAINING OF MTs BY KRPs
LIST OF CONTRIBUTORS

1. Mr. Abdul Salim Khan, Retd., Principal
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15. Dr. Richa Joshi, Lecturer
16. Mr. Rishi Bhatt, Lecturer
17. Mr. Satyanarayan Sharma, Lecturer
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23. Mr. Amar Chand Mehra, Teacher
24. Mrs. Deepa Pant, Teacher
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26. Dr. Dheeraj Joshi, Teacher
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29. Mrs. Poonam Sharma, Teacher
30. Mr. Paresh Pandiya, APF
31. Ms. Poonam Mishra, APF
A Six Day Training Programme
for
K.R.P.S. of English (UPS level)

Pre-Test

Name: ................................................. Date ………….

1. How many vowel and consonant letters are there in English?

2. How many vowel and consonant sounds are there in English?

3. What do you mean by diphthong?

4. How many diphthongs are there in English?

5. Write the phonetic transcription of the following words.
   I. Woman __________________________________________
   II. Women _________________________________________
   III. Father _________________________________________
   IV. Village _________________________________________

6. (I) what are the basic skills to be inculcated in the learners of English?

   (II) How can be the language skills developed in the learners?

7. (I) what type of grammar should be taught to the learners?

   (II) What are the steps of teaching grammatical items?

8. What are the different techniques of teaching vocabulary items?
9. What are the steps of teaching ‘reading comprehension’?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

10. (I) what do you mean by composition?

____________________________________________________________________
____________________________________________________________________

(II) What type of composition should be taught at U.P.S level?

____________________________________________________________________
____________________________________________________________________

(III) How do you teach composition?

____________________________________________________________________
____________________________________________________________________

11. Fill in the blanks with suitable prepositions.

(I) I bought this book ___________ Rs. 100/-

(II) She was owned this house ____________ birth.

12. Fill in the blanks with the correct tense of the bracketed verbs.

(I) the baby____________ (weep) because it is hungry.

(II) I _________ to Jaipur recently. (Be)

13. Make questions for the following answers

(I) ___________________________________________?

   This building was built in 1990.

(II) ___________________________________________?

   India won the Toss.

14. (I) How do you teach a prose?

____________________________________________________________________

(II) How do you teach a poem?

____________________________________________________________________

15. Write the full form of C.L.T.?

____________________________________________________________________

16. Name the tools of testing English language.

____________________________________________________________________
NATURE OF LANGUAGE & TRANSACTION OF TEXT BOOKS

Objectives:-

- To develop an understanding regarding 'Nature of English Language'.
- To understand how language is acquired.
- To understand the goals of English language learning.
- To familiarise with the different contents of the textbooks.
- To understand the exercises/activities given in the textbooks and its' role to enhance the acquisition of language.

Points of Discussion:-

1. Language acquisition at initial and later stages.
2. How does mother tongue help in acquiring English language?
3. Different contents of the textbooks: - poems/ rhymes, stories, narratives, reports, descriptions, plays, biographies etc.
4. How does an exercise/activity given at the end of the text in the textbooks enhance the learners' acquisition of the language?

Reading Material & TLM:-

To conduct this session we need 40-45 photo copies of the page (i) "Preface" and (ii) Teacher's Page.

Textbooks of English: 5 sets of each class: - VI, VII, and VIII. Chalk, duster, card sheets, sketch pens, pencils, sharpeners & erasers, etc according to numbers of the participants.

Methodology:-

Open discussion, Interaction and Group work.

Activity-1

Step-I

Start with a rhyme/song in English. Involve all participants in singing. Spend around 5 minutes on this part.

(Suggestive rhyme)
Two little monkeys jumping on the bed
One fell off and bumped his head
Mama called the doctor
And the doctor said,
No more monkeys jumping on the bed.

One little monkey jumping on the bed
One fell off and bumped his head
Mama called the doctor
And the doctor said,
Put those monkeys right to bed.

Step-II

The trainer should begin open discussion on the following questions:-

- How do we express ourselves?
- What are the means of expression?
- What innate capacity does a child have?
- How does language acquisition happen at initial stages and later stages of language learning?
- Why body language is important to acquire the sense of conversation?
- What is English? Is it a subject or a skill?
- How can you say that English is a language?
- How does understanding of mother language help in acquiring English language?

The facilitator/trainer must encourage all participants to express their views and ideas regarding the above mentioned questions. Around 20 minutes may be given for discussion. She/he must note down the gist on the green board/black board. A wide interaction should take place to reach a common understanding.

Thus we need a media to express our feelings, thoughts, ideas, needs, wants, etc. Children are born with an innate capacity of acquiring languages. Children acquire a language by lip movements' reading, imitating gestures, actions, signs, and listening to different sounds etc from the surrounding atmosphere. At the later stages they acquire the language by inferring meanings of new sounds/vocabulary.

It is clear that English is not a subject but it is a medium of expression. It is a lingua franca and it is a skill. So it must not be taught as a subject but must be treated as a language and should be taught in a communicative way.

Activity-2

Step-1

Begin with a conversation with such type of questions:-

- What are the methods in our schools to learn/acquire English properly?
- How do the input rich environment and textbooks help in learning a language?
• What should be there in an English textbook so that the language learning can be effective?

Teacher will write the answers of the learners on the green- board.

**Step-2**

Now divide the participants in 4-5 subgroups. Distribute copies of "Preface" and "Teacher's Page", textbooks, card sheets and other material. He/she should instruct the participants to read and discuss the provided pages to reach a common view and write down information on a card sheet in their subgroups in the following table:-

The teacher will ask the learners to find out the contents which they think are essential for a good text book.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Learning Area</th>
<th>Learning Points</th>
<th>Class</th>
<th>Which Exercise Activity (I,II,III,IV or V) is related to the Area</th>
<th>Method of Transaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Listening</td>
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<tr>
<td>2.</td>
<td>Speaking</td>
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<td>3.</td>
<td>Reading with</td>
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<td></td>
<td>comprehension</td>
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<td>4.</td>
<td>Writing</td>
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<td>composition)</td>
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<td>5.</td>
<td>Functional</td>
<td>i. Vocabulary/Lexical items</td>
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<td></td>
<td>Grammar</td>
<td>ii. Articles/ determiners</td>
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<td>iii. Prepositions</td>
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<td>iv. Connectives</td>
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<td>v. Synthesis</td>
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<td>vi. Comparative adjectives</td>
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<td>vii. Modals</td>
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<td>viii. Phrasal verbs</td>
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<td>ix. Conditional sentences</td>
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<td>x. Narration</td>
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<td>xi. Voices- Active &amp; Passive</td>
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<td>6.</td>
<td>Project Work</td>
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</table>
20 minutes may be given to the group work. Ask each subgroup to present their work on the dais to the whole group. Each subgroup may be given 2-3 minutes for presentation.

**Conclusion:**

The facilitator would ask conclusive questions to summarise her/his training session:

- How can a language be acquired?
- How can we make our teaching effective?
- Are the textbooks helpful for the learners/students to learn English?
- What contents are included in the exercise activities to enhance and enrich language learning?
COMMUNICATIVE APPROACH
(Based on a Model Lesson)

Introduction

According to academic research linguists have demonstrated that there is not one single best method for everyone in all contexts and that no teaching method is inherently superior to the others. Also it is not always possible or appropriate to apply the same methodology to all learners who have different objectives, environment and learning needs.

An experienced professional language teacher always adopt ‘Principled Eclecticism Approach’ deciding on the most appropriate methodology for those learners specific objectives, learning style and context.

Methods of teaching English have developed rapidly specially during the last forty years. As a language learner, training manager, or teacher, it is important to understand the various methods and techniques so that you are able to navigate the market, make educated choices and boost your enjoyment of learning a language.

OBJECTIVES OF THE SESSION-

Learners will be –

- Able to understand the concept of communicative approach.
- Able to teach the text using communicative approach.
- Able to solve the problems they face while teaching texts.

POINTS OF DISCUSSION-

- Have you heard people, speaking English?
- Do they always speak, grammatically correct, English?
- Why do people not point out other’s mistakes in speaking English?
- How is modern English different from the traditional English speaking?
- How do you teach English in your class?
- What kind of problems do you face while teaching?
- Which method do you use while teaching the text?
- Which method do you find most suitable for maximum learning of the students?
- What do you understand by communicative language teaching?(CLT)

The learners will be provided a write up related to communicative language teaching to make them understand the concept of CLT.
Language as we know is a means of communication when we use language for communication, we must have a knowledge of linguistic forms of the language we use. We should also have a knowledge of when, how and to whom, it is appropriate to use the forms. If the user of the language has only the knowledge of language rules and forms, then he/ she is said to have linguistic competence and if she/he also has the knowledge that enables her/him to communicate functionally and interactively then she/he is said to have communicative competence.

**What is communicative competence?**

It is the aspect of our competence that enables us to convey and interpret message and to negotiate meanings interpersonally within a specific context, communicative competence is relative, not absolute and depends on the cooperation of all the learners involved.

**The Role of Mother Tongue in CLT:**

Mother tongue should be used during communicative activities:-

(A) in explaining the activities to the learners.
(B) in assigning framework.

**CLT Principles:**

- The target language is a vehicle for classroom communication not just the object of study.
- In real communicative events, there is a purpose of the exchange.
- Errors are tolerated and seen as a natural outcome of the development of communication skills.
- One of the teacher’s major responsibilities is to establish situations likely to promote communication.
- Games are important because they have certain features in common.

**Teacher’s role in CLT:**

The teacher has two main roles- The first is to facilitate the communication process between all learners in the classroom and the various activities and texts. The second role is to act as an independent learner within the learning teaching groups.

**The CLT Procedure:**

<table>
<thead>
<tr>
<th>Communicative task-1</th>
<th>Presentation and drilling task</th>
<th>Communicative task-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners use whatever language they have at their disposal. Errors are not corrected</td>
<td>The teacher presents the required forms and drills to fluency. Errors are corrected</td>
<td>Learners are given an opportunity to use the new forms</td>
</tr>
</tbody>
</table>
1. The teacher presents a brief dialogue or several mini dialogues preceded by a motivation and a discussion of the function and situation—people, roles, setting, topic and situation demands.

2. The teacher sets questions on the learner’s personal experiences. He takes care that the experiences of learners are related to the learning a language.

3. Helps the learner to discover the rules underlying the functional expression or structures—its forms in speech and writing.

4. Gives a few more examples of the function using pictures, real objects or dramatizations to clarify the meaning of the function.

5. The teacher gives a few more oral production activities. Thus he proceeds from guided to freer communication activities.

When the learners will go through the above write up, the following questions will be asked:

1. What is the role of mother tongue in CLT?
2. What is the vehicle for classroom communication?
3. Errors are acceptable in CLT. Why?
4. Is linguistic competence important or communicative competence?
5. What is the role of CLT?
6. What are the main characteristics of CLT?

Reading material:-

Learners will be provided—

- picture of street map (for activity 1)
- photocopy of the text of the play entitled “The curlew Island” (for activity 2)

Activity-1:

“Know the direction” – through CLT

(This activity has been taken from the textbook of VI std. chapter 6 "Road safety" page no. 83)

STEP-1

The teacher will ask general questions to the learners so that the CLT activities can be generated:

Q.1 What do you mean by traffic rules?
Q.2 Do you obey the traffic rules?
Q.3 Do you agree that the directions play an important role in road safety?
STEP-2

The picture of the street map will be provided to each learner and will be given five minutes to study it. Then the following questions will be asked to start interaction-

Q1. In which street does Radha live?
Q2. Who lives opposite to the Recreation House?
Q3. Who lives next to Mr. Ravi?
Q4. Which are the neighbouring shops of the baker’s?
Q5. Where is the clock?

Activity-2

Presentation of a play through CLT (Communicative Language Teaching):

The play has been taken from the textbook of class viii, chapter No.14 "The Curlew Island". The best way to present or act a play is that learners should learn their lines and present or enact with proper action, body language, intonation, pauses, proper pronunciation and punctuation, but in the classroom learners can read from their own scripts.

A use of props, according to the story and the background of the play is also very important. For example, learners will wear a coat, hat or one item of clothing to present their character. Less important parts can be given to those learners who are less confident, so that they can be encouraged to participate.

While presenting the play in the classroom situations, learners will practically learn about discipline, synchronisation and cooperation, as CLT is about better interaction with each other.

STEP-1 (Motivational Input):

The teacher may begin by asking some questions to the learners and would try to get them to the topic: - "The Curlew Island"

- Do you like to visit different places?
- Name the Places you have visited. List them.
- Can you tell the name of any place surrounded by water?

Today we are going to visit an island through our play named - "The Curlew Island"

The teacher will provide photocopy of the text to each learner.

STEP-2 (Model Reading):

The teacher will read aloud a part of the play from beginning ............... (Amal is a .......................................rest of you).

STEP 3 (Lexical Items):

At first the teacher will ask the learners to give similar words for the words given below and then she/ he will tell synonyms of these words and explain their meanings in English as well as in
mother tongue. To explain the meanings of the new words, the teacher will take help of some pictures or other devices. *Shooed away, unwell, gifts, pale, surprise, island*

**STEP - 4 (Reading by the Learners):-**

Teacher will assign the roles to the learners according to their interest and their efficiency. According to the play the teacher will choose some learners as the "passing by people" and "friends" of Amal.

Then the learners will read their part according to their character, with proper pronunciation, stress, intonation and pauses keeping in mind the correct flow of emotions using appropriate body language.

**STEP-5 (Exposition and Explanation):-**

- The teacher will give a small part of the play to the learners to execute. The non acting part of the play will be narrated by some other learners as introduction.
- Some props can be used for effective presentation of the play- a bench as a bed and a long white Kurta for presenting the Holy Man.
- The teacher will select a thin boy for the role of Amal, as Amal is presented as a sick boy in the play.
- The learners will act their part with proper body language and deliver their dialogues aloud with proper pronunciation and intonation.

**STEP-6 (Silent Reading):-**

After the presentation of the play, the learners will be asked to do silent reading of the text.

(Comprehension Questions)

The teacher will ask some comprehensive questions so that the CLT activity can be generated.

1. Why Amal used to sit by the window?
2. What is the name of Amal's uncle?
3. How did Amal keep himself busy?
4. Who was the holy man actually?
5. Which island did the holy man visit?
6. Write one word for: - "A piece of land surrounded by water".
7. Write antonyms of these:- love, come, enter, like, please.
8. Tell synonyms of the words:- wondergift.
9. Complete the following words by filling missing letters:-
   (i) kn...ws (ii) ev..ry (iii) b..c..use (iv) h..use.
Conclusion:-

Before end of the session, the teachers would summaries/ consolidate her/ his session by asking some questions to the learners-

1. Which are the various methods of teaching a language?
2. Do you feel that a method or approach plays an important role to make our teaching effective?
3. Which method was adopted in this presentation?
4. What do you mean by the "communicative approach"?
5. Do you think "communicative approach" makes the language teaching effective?

The teacher would summaries with writing down the gist on the green/ black board. A discussion would take place to reach on a common understanding.
Teaching of Reading Comprehension (Poetry)

Poetry has great appeal for children and it is one of the best ways of exciting their love for the language. It lays the foundation for the appreciation of the beauty of language and educates their emotions and enhances their power of imagination. The rhythm of poetry helps the students to acquire natural speech rhythm.

Aims and objectives:

At primary level- At this initial level English poetry is introduced in the form of singing and habit formation in the learners, as well as, helping them naturally getting it on the tip of their tongue by enjoying the beats or rhythm.

At upper primary level- Apart from the primary level goals, we have some higher level aims, at the level, the objectives are –

(I) Recitation/singing of the poem with proper pronunciation, rhythm and intonation.

(II) Appreciation of the beauty and images depicted in the poem.

(III) Understanding the thought and the central idea along with the imagination contained in the poem.

(IV) Communication of the exclusive message.

Process/Procedure:

(A) Introduction/Pre reading session- The teacher will ask the learners to sing a rhyme, they have learnt. The teacher may also join them in singing. This arouses interest in the learners and creates an appropriate environment for learning the poem.

A few more ways to introduction are-

(I) By giving a brief summary pertaining to the background and general theme of poem and then asking a few questions on it.

(II) By showing a picture and asking two or three questions on it, if the poem is a descriptive one.

(B) Statement of the aim - The teacher, finding the learners ready to learn, makes the statement of the topic

(C) Presentation –

(a) First model recitation by the teacher: Model recitation helps the learners experience or feel the poem in its totality without going into other details. Therefore, the teacher sings/recites the poem with proper rhythm, stress and intonation and at this time, learners listen to him with their text books closed.

(b) Second model recitation: Model recitation could be made two or three times or more, to make greater effect. But this time the learners are asked to open their text books.
(c) **Imitation reading by learners**: The teacher asks two or three learners one by one to sing/recite the poem in the same manner, he has recited. This requires a lot of practice on the part of the learners and it helps them enjoy the recitation and feel the music and beauty of its language.

(d) **Meaning of difficult words**: Only the words/phrases which create hindrance in the comprehension of the poem should be explained.

(e) **Silent reading by the learners**: This helps learners grasp the theme at the primary stage but it is not necessary for upper primary learners, it can be avoided.

(f) **Chorus recitation**: This helps learners enjoy the recitation in chorus for overcoming their shyness. At this stage the teacher reads the poem line by line which is followed by learners collectively.

(g) **Explanation of the poem and model reading**: Now, the teacher explains the poem line by line and word by word giving the complete meaning of the poem. Here he makes use of the mother tongue of the learners, if it is necessary for proper comprehension and communication. Having given the meaning the teacher gives a model recitation/ singing of the poem once again.

(D) **Comprehension check**: After several readings of the poem the teacher puts some questions to test their comprehension of the theme and the contents of the poem. These questions should be short and simple. Appropriate questions on appreciation of language, thought, emotion and images of the poem are asked. Learners are asked to pick out rhyming words, to explain central idea. They are given ‘fill in the blanks’ type and other types of exercises.

(E) **Home assignment**: This doesn’t have much importance. The learners can be asked to memorize the poem or to do some creative work on the poem or write the gist of the poem in their own words.
Introduction/Pre-reading session:

The teacher begins his presentation by showing the learners, a picture, in which some trees are cut off and others are standing.

The teacher asks them a few questions on the picture:-

- What do you see in the picture?
- Which state of trees do you like – the cut off or the standing ones? and why?
- Have you gone through some forests somewhere and there seen some shapes like that of the picture, shown to you?
- What will be your response if someone cuts off the trees growing in the school yard or at your home?
- How can we save trees?

Having listened to their response, he tells them the story of a boy who loved nature. His father decided to leave their residing place, Baroda for Bombay (now Mumbai) and their ancestral house at the top of a hill, was abandoned and thousands of trees, surrounding the house were cut. A two hundred year old Banyan tree, an abode of many birds and insects, was mercilessly butchered by
15 men, leaving them homeless. Now in the new city, Mumbai, the poet yearns to see a tree as there are no trees and he being a nature lover and habitual of living in the shade of them is anxious to see one but he has to get along with only the image of a tree, he has in his mind or in his dreams.

**Statement of the aim:**

Now the teacher gives statement of the poem he is going to teach, ‘The Felling of the Banyan Tree, composed by Dilip Chitre. The poet tells the learners that the boy whose story, he has told, is none other than the poet himself of the poem and he has narrated his sadness at the cutting of trees at his ancestral house.

**Model recitation of the poem by teacher:**

Now the teacher gives model recitation of the poem with proper rhythm, stress, intonation and pronunciation, helping learners to experience or feel the poem in its totality. The students listen to teacher and keep their text books closed. The teacher recites the poem two or three times so that the learners may enjoy the beats and naturally be receptive for the text.

**Imitation reading by learners:**

After model reading the learners are asked, one by one, to do imitation reading of the poem in the same manner as done by the teacher. This helps the learners enjoy the recitation and feel the beauty of the language.

**Meaning of difficult words:**

Now difficult words for the comprehension of the poem are supplied with their meaning-words like tenants, fell, massacred, slaughter etc. flash cards, giving the meaning of difficult words are used by the teacher.

- **Tenant**: a person who pays rent for the use of a building/ house.
- **Fell**: to cut down a tree
- **Massacre**: an act of killing a lot of people
- **Slaughter**: killing of many people cruelly.

**Silent reading by the learners:**

Having explained the meaning of difficult words, the teacher asks the learners to read the poem silently for better understanding.

**Chorus recitation:**

Now the teacher recites the poem loudly. He asks the learners to follow him during loud reading. Here he makes sure that all the learners follow him actively.

**Explanation of the poem and model reading:**

Now the entire poem is explained by the teacher, line by line making the meaning of the poem clear to the full and this will be followed by a model reading by the teacher.
Comprehension check:

Now when the poem is read well, the learners need to be assessed if they have well grasped the meaning of the poem and this is done by asking them a variety of questions which are as follows.

1. Find out and write down words which have been used in the poem more than once.
2. Fill in the blanks with the words from the poem
   I. ...................... were all cut down.
   II. But the huge .......................stood like a problem.
3. Choose the correct alternative.
   I. ‘My father told the tenants to leave’
      The word ‘my’ here refers to-
      (a) the poet                   (b) the poet’s father
      (c) his mother                (d) his grandmother
   II. Where was located the poet’s house?
       (a) On the hill              (b) down the hill
       (c) in the town              (d) near the hill
   III. ‘Felling them is a crime’ who spoke these words?
       (a) Grandmother            (b) grandfather
       (c) mother                  (d) father
4. Whose father ordered the Banyan tree to be removed?
5. Is there any tree in Bombay? Where does it grow?
6. Give the characteristics of the Banyan tree.
Specimen or model presentation: II

Title/ topic: Smile

Class: VII

Objectives:
The teacher will enable the learners-

- To recite the poem with proper pronunciation, intonation and rhythm.
- To understand the thought and feeling of the poem and enigma behind the word ‘smile’
- To develop aesthetic sense in the learners.
- To develop listening and speaking skill of language.
- To acquaint with the key words and poetic expression of poem.

Teaching material:
The teacher may use the-

- Flash card related to smiley’s
- Stickers of different smiley’s
- The teacher/ facilitator will greet the learners saying “Good morning” and ask them certain questions:
- How are you learners?
- How do you feel when you meet your friend?
- How are you feeling today?

[Teacher will show some flash-cards of smileys and ask a few questions]

Q1. What do you see in these flash-cards? [Showing flash card of smiling and sad face]
Q2. What expression do you see on the face of a person when he is happy? 😊 😞
Q3. [Showing both pictures – happy/sad] Which expression do you like in these pictures?
Q4. Can you imitate these expressions? [With the help of flash-cards of different expressions]

Statement of the aim:
Now we shall sing a beautiful poem entitled “Smile”
Model recitation of the poem by teacher:

The teacher will sing the poem with correct pronunciation, stress, intonation, rhythm, gestures and pause. The teacher will sing the poem two or three times so the students may acquire the rhythm or the beats of the poem properly.

Imitation reading by learners:

The teacher will make groups and ask the students to sing the poem one by one.

Meaning of difficult words:

Difficult words used in the poem like, “wrinkles”, “secret”, “track”, “cheering” will be explained by the teacher with the help of flash cards and the teacher will encourage the learners to use the words in sentences.

Chorus recitation by the teacher:

Now the teacher recites the poem loudly. He asks the learners to follow him during the loud reading. Here he makes sure that all the learners follow him actively.

Explanation of the poem and model reading:

This poem is about the potential of a smile. The writer expresses his views about how our smile affects others. A smile is a reflection of a joy. It is a way of showering happiness without using words. It spreads like fragrance in atmosphere and fills our hearts with pleasure.

Comprehensive questions

Activity-1

1. Choose the correct alternatives
   (A) Smile is a……..thing.
       (a) Cruel  (b) bad  (c) Funny  (d) angry
   (B) When you smile, your face is
       (a) Wrinkled (b) faded (c) Angered (d) joyous

2. Where does the smile go?
3. What happens when you smile at a person?

Activity-2

Write three rhyming words for each word

- face  ............  ............  ............
- two  ............  ............  ............
- back  ............  ............  ............
2. Match the words given in column A with their meanings given in column B

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funny lines or crease on the skin generally caused by age</td>
<td></td>
</tr>
<tr>
<td>Secret a natural path</td>
<td></td>
</tr>
<tr>
<td>Track causing laughter</td>
<td></td>
</tr>
<tr>
<td>Wrinkles something hidden</td>
<td></td>
</tr>
</tbody>
</table>

Activity-3

Teacher will show the cards and will asked the learners to recognize the expressions and match them with the names.

- ........................................ Rejoice
- ........................................ Laugh
- ........................................ Giggle
- ........................................ Grin
- ........................................ Cry for joy

Home Assignment:

Learn the poem by heart and enjoy it.
Teaching of Reading Comprehension (Prose)

Introduction

There are too many genres in English. Prose is the most important genre in English language and literature. Prose teaching includes reading, speaking, listening and writing skills. It is the skill which improves all the other skills of language learning.

Kinds of Prose

There are mainly four types of prose. –

1. Descriptive Prose
2. Narrative prose
3. Expository Prose
4. Argumentative Prose

Each prose type has a different purpose, such as description, entertainment, persuasion, instruction, information, experimentation and inspection etc.

Objectives of Prose Teaching

The participants will be able

- to teach prose lessons more effectively.
- to conduct language activities to better the language skills of the learners.
- to make the teaching of prose more child-centered and activity-based.

Three Phases of Teaching a Prose Lesson- For effective teaching of a prose lesson, it may be divided into three phases.

- The Pre reading Phase - This phase comprises a variety of tasks. These tasks arouse the learning interest of the learners in the topic, encourage them to predict and deal with difficult vocabulary. It aims to seek what knowledge, ideas or opinions the learners already have in relation to the topic and how this knowledge could be drawn out and used.

Task -1

(Chanakya the great- lesson 8, English reader class 8) –

The teacher will ask some questions related to the text to motivate and to raise the curiosity of the students about the text.

1. Do you know who is the prime minister of India?
2. Which characteristics of our prime minister impress you most?
3. Have you ever heard about the king Chandragupta?
4. Have you seen this picture before?
5. What do you know about him?

In addition to using introductory question the teacher may also use certain activities such as riddles, games, pictures, etc. to warm up the students for the lesson 'Chanakya the Great'.

**WARM UP ACTIVITY**

The teacher writes a key word 'king' on the board and asks the students to think as many related words to this key word as they think. The teacher may give some clues in the form of questions or hints. For example, the teacher will write the words kingdom, empire, minister, queen, prince, army, court, prime minister, etc.

After the atmosphere is created and curiosity is raised, the teacher may start reading or ask the learners to read the text themselves.

**Reading Phase (Presentation):**

This phase draws on the text rather than the learners' ideas previous to the reading activity.

The teacher will take the text beginning from "Buddham Sharnam Gachhami" ....... freedom of thought and worship."

The major steps involved in the presentation or the reading phase are as follows :-

- **Model Reading by the teacher:** the teacher reads the passage at normal speed with proper rhythm, pronunciation; intonation and stress, etc. and the students listen carefully, following the teacher in their text-books.

- **Reading aloud by the students:** the students are asked to read the passage with correct pronunciation, accuracy and fluency. The teacher must correct the mistakes through individual and collective drills. The teacher may ask the students to read the passage in pairs, and small groups so as to correct their mistakes by peer learning.

- **Explanation/Exposition:** - The teacher explains the words, phrases and sentences using various techniques e.g. synonyms, antonyms, pictures, realia (real objects), figures on the board, creation of dramatic situation and context making etc.

The participants may be asked to locate the difficult words according to the level of their learners.
Techniques to explain the meaning of these words:-

<table>
<thead>
<tr>
<th>word</th>
<th>Meaning</th>
<th>Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>wealth</td>
<td>Large amount of money, property</td>
<td>Explanation- Mr. Ambani is very rich, he has a lot of wealth.</td>
</tr>
<tr>
<td>surprised</td>
<td>Strong feeling of joy, shock etc.</td>
<td>Facial expression. The teacher will assume the expression of surprise saying 'oh! My God.'</td>
</tr>
<tr>
<td>enter</td>
<td>To get into, go inside a room etc.</td>
<td>Dramatization: he will come inside and say 'I entered the classroom'</td>
</tr>
</tbody>
</table>

- **Silent Reading**: - the teacher asks the students to read the passage silently. It involves looking at sentences in a text and understanding the message they convey. Silent reading provides knowledge, information and pleasure to the reader.

**Post Reading Phase**

This phase involves reading comprehension exercises, which will help to consolidate and reflect upon what has been read and relate the text to the learner's own knowledge, interests or views. These exercises should contribute in a coherent manner to the writing, speaking and listening skills. The teacher must give emphasis on conducting these activities in the class, taking proper participation of the students.

Following are some examples of comprehension questions:

1. Tick the correct alternative.
   Who came into Chanakya's home?
   (a) his wife  (b) his mother
   (c) the Bodh bhikshu  (d) all of these

2. Answer the following question in either yes or no
   Was there any servant in Chanakya's home?

3. Match the words of column A with their synonyms in column B

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sadhu</td>
<td>astonished</td>
</tr>
<tr>
<td>Surprised</td>
<td>bhikshu</td>
</tr>
<tr>
<td>Feast</td>
<td>came in</td>
</tr>
<tr>
<td>Entered</td>
<td>banquet</td>
</tr>
</tbody>
</table>

As reading comprehension aims to develop all the four-fold skills of language learning, that are Listening, Speaking, Reading and Writing, the teacher may organize various activities with active participation of the students.
Listening/ Speaking

- **Pronunciation Drill**: The teacher will write the words on the board which the students face difficulty in pronouncing correctly. For example, Bhikshu, things, surprised, wealth, entered, chapattis, astonished etc. the teacher first himself speaks these words loudly and asks the learners to repeat after him. If the students find difficulty in saying the words in one go, he will break the words, for example asto-nished, astonishing; surprised, surprised, etc. if possible the teacher may play the audio sound of the pronunciation of the words on mobile-phone or computer etc.

- The words in the following sentences seem to be similar in sound but there is some difference in meaning. Find out the difference
  1. I will tell you a tale of the animal which has a tail.
  2. I live here but I leave for Ajmer tomorrow.
  3. He may desert you in the desert of Rajasthan.

Writing

- Arrange the following sentences in meaningful order
  1) Bhikshu/the/ astonished/ was.
  2) Chapattis/ was/ making/ mother/ the.
  3) He/the/ is/ prime-minister/ Chandra Gupta/ of the / great king.

Grammar

The teacher will ask the participants to read the first and second passage of the given chapter, that is 'Chanakya the Great' and ask them to underline and copy the verbs in their note books. For example, looked, surprised, woke-up, entered, served, etc. thereafter the teacher may ask them the following questions

  4. What time or there do these verbs refer to?
  5. What form of verbs are they?
  6. What is the ending of these verbs?

After asking these questions the teacher may generalise the rule, the form of these verbs denote Past tense. It refers to the past time, time which has passed. To form the past tense from the root/base verb, we will add d/ed to the end of the base form. Though, all verbs do not follow this rule. There are some other verb forms too which have changes in the complete word structure, for example, saw, seen from see; went, gone from go; grew, grown from grow etc. and those verbs too whose all three forms are similar, e.g. cut, put, cast, etc. or those whose first and third forms are similar. The verbs whose second form (past tense) and third form (past participle) are predictable by looking at the first form (present tense) are called regular verbs. Most of the verbs in English language are regular verbs. The other verbs whose second and third forms are not predictable by looking at the first form are called irregular verbs. These verbs are limited in number and they must be learnt by heart.
TEACHING VOCABULARY

INTRODUCTION

Vocabulary is the knowledge of words and word meaning. The knowledge of the word not only implies definition but also implies how that word fits into the words. Vocabulary is acquired indirectly through indirect exposure to words intensely explicit instruction in specific words and word learning strategies. Hence students should be provided with opportunities to encounter words repeatedly in more than one context. To effectively acquire new vocabulary, students must go through four essential stages:

STAGES -
1. They will notice new words with help.
2. They will recognize the word at first with help.
3. They will be able to both recognize and practice the word.
4. They will recognize the word on their own.

OBJECTIVES:
The learners will be able to -
- Comprehend the meaning of the word in a given context.
- Recognize the different meanings of the same word in different contexts.
- Select appropriate words and/or contexts and use them correctly.

POINTS OF DISCUSSION
1. Understanding of a word and its characteristics.
2. Difference in meaning of the words according to their references.

Vocabulary is classified into three categories-

CLASSIFICATION OF VOCABULARY
1. **ACTIVE VOCABULARY**- The words which are used actively in everyday expression.
2. **PASSIVE VOCABULARY**- The words which are used for comprehension purposes or the vocabulary for recognition.
3. **AD-HOC VOCABULARY**- The words which are used for understanding of a particular lesson are the ad-hoc words. The teacher can ‘gloss’ these words in relation to the context.
METHODS/STRATEGIES OF TEACHING VOCABULARY

The teacher will use -

1. Real objects
2. Gestures and symbols
3. Known vocabulary – (i) Synonyms (ii) Antonyms
4. Word categories;
   (i) Stationery - pen, paper, pencil, carbon, etc.
   (ii) Utensils - spoon, plate, cup, mug, jug, etc.
   (iii) Furniture - table, chair, sofa, stool, bench, etc.
5. Matchstick figures
6. Simple pictures, flash cards.
7. Slides/Tv.
8. Models
9. Verbal description/explanation
10. Presenting the item in different situations
11. Placing the students within a given context, e.g.
    Remind the students, the time of the beginning of the class-
    Then state that those who arrive before this time are ‘early’
    While those who arrive after time are ‘late’.
12. BINGO - for those who can read and write match the flash card with words and definition when called out or vice-versa.
13. Matching - opposites, synonyms, a picture to a word or one word substitution.
14. Fill in the blanks (with option)
15. Description: - from a newspaper photo of a recent trip, etc. It may be oral and written with guidance that they have to use at least five objectives or five words related to sports or weather, etc.
16. Fill in the blanks (without option) with appropriate words.
    Indicators like known adjectives or adverbs may be given.
17. Mind Maps or Brainstorming;
    A word/ a phrase like ‘weather’ may be written at the centre of the greenboard. The students will supply words related to ‘weather’ e.g. ‘rays’, ‘warm’ ‘rainy’ ‘cold’. Then the students have to reply with previously taught words like hot, wet, chilly, scorching
or mild. This works great for vocabulary review lessons.

18. Guess what I am thinking (Puzzle)

The teacher describes something, for example ‘It’s an animal. It has a very long neck and big brown spots. What is it?’ or he may simply state a series of words like ‘Africa’, ‘black & white stripes’. The students guess and answer ‘giraffe’.

19. Mother tongue - It should be the last resort only when other devices do not help.

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**PRESENTATION**

**CLASS – VII**

**LESSON - 4**

**REDUCE WASTE**

**STEPS:**

1. Teach and drill the words in their spoken form.
2. Revise the words time to time.
3. Check the understanding of the students about the new words learnt by them.
4. Present a word in a context.
5. Make the students recognize the difference in the meaning of the same word.

**WARM UP ACTIVITY**

The teacher will write the word ‘water’ and ask the students to make the possible new words. After getting a lot of words from the students the teacher will ask the following questions:-

Q.1. How many words can you make with the word ‘water’?

Q.2. What are the essential things for making a word?

There are three essential things for a word.

6. Follow three ‘s’ of words
   (i) sound (pronunciation)
   (ii) shape (spelling)
   (iii) sense (meaning)
TEACHING NEW VOCABULARY

Word Pronunciation/spoken form Method/teaching Technique Use

For example:-

The teacher will ask the following questions from the students after writing the word one by one on the green board.

Q.1. What is the sound (pronunciation) of this word.?  
Q.2. What is the shape (spelling) of this word.?  
Q.3. What is the sense (meaning) of this word.?  
Q.4. How will you teach this word to your students.?  

1. fast - /faːst/

1. He is on a fast today. (Noun)
2. The colour of his shirt is very fast. (Adjective)
3. He runs very fast. (Adverb)
4. I fasted yesterday (Verb)

In these examples we see the word ‘fast’ has different meaning in different contexts. Therefore, the meaning of the words depends on the context in which they are used. It is very difficult to tell the exact meaning of a word in isolation. Therefore, a word has to be taught in the very context in which it has been used in the lesson.

2. reduce- /rɪdʒuːs/

(a) By giving verbal description/expression e.g. Among waste plastic waste is taking a leading place. Applying different methods of waste, reuse and recycling of plastic waste, we can reduce pollution.

(b) By explanation - To make something less or smaller in size, quantity price, etc. For example, the price of some commodities have reduced recently.

1. I noticed that your belly had drastically reduced in size.
2. Please reduce the speed slightly.

3. swallow /swɔːluː/

(a) By giving verbal description when Shyam was suffering from fever he had to swallow pills, prescribed by a doctor. Animals swallow plastic bags and die.

(b) By creating situation the teacher will pour water in his mouth and swallow it and say I have swallowed water.
(c) Explanation – To make food or drink go down one’s throat without chewing. e.g.- he swallowed halwa.

4. **garbage** /ˈɡæbɪd/ -

   By showing the place where waste is put in school or outside school nearby.
   
   Explanation – Waste food and other wet material.
   
   Synonym: trash /træʃ/- waste material like paper, cardboard or any other dry material.

5. **Stray** /ˈstreɪ/ -

   (a) By giving example-
   
   Yesterday a boy was bitten by a dog. It was not a pet dog - It was a stray dog.
   
   (b) By giving synonyms i.e. ‘homeless’

6. **get stuck** /ɡɛtˈstʌkt/ -

   (a) Showing a picture of the situation.
   
   A picture of a goat pulling its head in a plastic bag.
   
   (b) By explanation – unable to move or to be moved.

7. **suffocation** /sʌfəˈkeɪʃən/-

   (a) By explanation-The process of dying because there is no air to breathe.
   
   (b) Example with use – The goat put its head in the plastic bag, got stuck and died of suffocation (A picture can be shown here)

8. **transparent** /ˈtrənsˈpɜrtənt/ -

   (a) By using synonyms- clearly visible.
   
   Antonyms-opaque
   
   (b) By explanation-that can be seen through easily.
   
   (c) By showing the object e.g.- a transparent plastic bag (by showing it) a transparent glass (by showing it)

9. **pollute** /ˈpɒluːt/ -

   (a) By using in sentences.
   
   (b) By burning garbage and other waste material, we pollute air.

10. **acute** /ˈkjuːt/-

    (a) By giving synonyms very serious or severe.
(b) By use in the context-
Carbon and plastic wastes are acute problems for us.

11. rot /rDt/
   (a) By using synonyms- decay.
   (b) The waste begins to rot after a few hours and stinks.

12. stink /stıŋk/
   (a) By explanation - to give bad smell ie.
   (b) By giving one word. The waste rots and stinks.

13. recycle /riːsəkl/
    By using synonyms – reprocess, reuse
    The plastic waste can be recycled and beautiful toys can be made from it.

14. disposal /dɪˈspəuzl/
    (a) By using synonyms – removable, clearance,
    (b) By using in a situation- by applying methods of waste disposal, like reduction of waste, reusing and recycling, we can keep our surrounding clean and healthy.

ACTIVITIES/EXERCISES

(A) Write one word for the group of words –
1. s ………….. = to make food or drink go down one’s throat without chewing it.
2. g………… = household waste/rubbish
3. s ……….. = to smell bad.
4. a ………. = very serious.
5. get s ……. = can’t move.

(B) Write synonyms –
1. homeless –str- -
2. decrease – red- - -
3. clear –transp- - - -
4. decay – r- -
5. reprocess-rec- - - -
6. clearance- rem- - - -
(C) Write antonyms-
1. clean-    d - - - -
2. domestic-  st- - - -
3. increase-  red- - - -
4. chew-   swall - -
5. cycle-    rec- - - -
6. collection- disp- - - -

(D) Fill in the blanks with appropriate words-(without option)
1. Animals…………plastic bags or pieces of glass.
2. Sometimes they put their head in the plastic bags and ……………
3. The poor creature die due to ………
4. A ………… plastic filled with water looks like a jelly fish.
5. All of us must be careful about …………. of the waste.

(E) Arrange the letters to make meaningful word –
(a) ggaerba …………………
(b) cedure …………………
(c) llopuet …………………
(d) clyce …………………
(e) rayst …………………

(F) Complete the blanks by supplying appropriate letter (s) –
1. tr-nsp-r-nt
2. p-ll-t-
3. s-ff-c-ti-n
4. g-rlb-g-e
5. sw-l-l-w

(G) Make10 sentences on ‘Reduce Waste’ with the help of following words -
banned, reuse, collect, waste, recycle, disposal, garbage, dustbins, effective major steps, make cards, card boards, boxes plates, surrounding, clean and healthy.

Review:
1. Which are the methods of teaching vocabulary ?
2. The new words should be drilled. Do you agree or disagree ?
3. Which activities are required to make the new vocabulary as the active one?
SPOKEN ENGLISH

Points of discussion

- How can we express our thoughts, feelings and emotions, etc.
- Can we express our feelings, thoughts, etc. with the help of words and sentences?
- How do you pronounce the English words?
- Do you pronounce the words with the help of their spellings?
- Do you think that there is one to one relationship between the letters of English alphabets and their sounds?
- How will you pronounce these words:
  - comb, tomb, lose; loose; machine; mechanic, much; sun, sugar, supper, super

We can express our feelings, emotions, ideas, etc mainly in two ways – through writing and speech, while expressing our thoughts, ideas through written mode we use the written script in the form of the letters of English alphabet, words, structures, sentence patterns. Likewise while expressing our thoughts, etc. through speech we use different sounds of English speech system. The different sounds in isolation and combination help us pronounce the words properly and clearly.

Letters and sounds must not be mixed up. Sounds are spoken and letters are written. Although letters remind us of corresponding sounds but they cannot make us pronounce sounds which we do not know. Many a time there is no correspondence between the letters of English alphabet and the sounds of English. One letter of English alphabet may give different sounds in different words. There are 26 letters and out of them 5 letters (a, e, i, o, u) are called vowel letters and 21 letters are known as consonant letters. These 26 letters represent 44 sounds out of which there are 20 vowels sounds, including 12 pure vowel sounds and 8 diphthongs. There are 5 vowel letters but there are 20 vowel sounds. Thus there is no correspondence between the English vowel letters and English vowel speech sounds represented through different symbols of vowel sounds. Similarly there are 21 consonant letters but 24 consonant sounds. Thus this also shows that there is no correspondence between the consonant letters and consonant sounds.

While pronouncing the words we have to recognize the symbols as well as the ability to articulate the sounds attached to those symbol. A word is made up of the vowel as well as the consonant sounds. The vowel sound is the nucleus of a word and hence a teacher has to have the ability to articulate the vowel as well as the consonant sounds properly in order to pronounce the words correctly.

Besides this, sometimes the same letter represents many sounds, e.g. letter 's' in 'sure', 'son' and 'has' represents different sounds and sometimes one sound (the same sound) is represented by different letters as in 'set', 'cell, grass and pseudo. The letters se, ce, ss, and ps represent the same sound /s/. Sometimes a letter used in the spelling of a word is 'silent as no sound is attached to it, e.g. 'e' in give 'l' in walk, 'b' in tomb and 'p' in psychology and 'g' in reign. Such discrepancies in the pronunciation pose problems for the non native speakers and hence the IPA (International Phonetic
Alphabet) was designed for the help of the foreign learners of English.

Therefore there is an alphabet or symbol for each 44 sounds of 26 letters. These alphabets or symbols are called phonetic symbols or phonetic alphabets. These symbols alone present one exact sound for pronunciation. The International Phonetic Association has given these symbols. The knowledge of phonetic symbols is necessary for correct pronunciation and for transcription of IPA.

**OBJECTIVES**

1. To enable the participants to know about the difference between the letters of English alphabet and speech sounds of English.

2. To enable them to know about the types of English speech sounds and their phonetic symbols.

3. To enable the participants to know about the phonetic symbols through key words and give them practice of speaking the sounds with the help of words.

4. To enable the participants to pronounce the sounds of the symbols and the words correctly.

**SOUNDS OF ENGLISH AND PHONETIC SYMBOLS**

The sounds of English have been divided into two parts:

1. Vowel sounds, and 2. Consonant sounds

**Vowel Sounds and Their Phonetic Symbols**

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

There are 5 vowel letters but there are 20 vowel sounds. The vowel sounds can be divided into two parts.

1. Pure vowel sounds -12
2. Diphthongs - 8

When each sound contains a single vowel sound, or when the position of the tongue remains unchanged during the production of a vowel, it is a pure vowel sound.

**OBJECTIVES**

1. To acquaint the participants with the symbols of the vowel sounds of English.

2. To enable the participants to pronounce the vowel sounds through key words.

3. To enable the participants to use/consult the dictionary for learning the correct pronunciation of the words.
4. To familiarize the participants with the symbols of the diphthongs and give them practice through words.

5. To enable the participants to practice these sounds through minimal pairs such as 'ship', 'sheep'; 'pull', 'pool', etc.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Symbol</th>
<th>Key words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>/i:/</td>
<td>zebra, key, bee, leaf, police, quay, complete.</td>
</tr>
<tr>
<td>2.</td>
<td>/i/</td>
<td>basket, inch, zip, orange, Monday, women, baby</td>
</tr>
<tr>
<td>3.</td>
<td>/e/</td>
<td>head, said, red, kettle, many, bury</td>
</tr>
<tr>
<td>4.</td>
<td>/æ/</td>
<td>ant, apple, axe, ass, camel, sad, fan</td>
</tr>
<tr>
<td>5.</td>
<td>/a:/</td>
<td>banana, arm, father, answer, garden</td>
</tr>
<tr>
<td>6.</td>
<td>/ /</td>
<td>ball, four, court, fought, taught, all</td>
</tr>
<tr>
<td>7.</td>
<td>/ /</td>
<td>honest, top, chocolate, crocodile, doll, peacock</td>
</tr>
<tr>
<td>8.</td>
<td>/u:/</td>
<td>blue, do, two, too, few, food, rupee, tomb</td>
</tr>
<tr>
<td>9.</td>
<td>/ u /</td>
<td>wool, good, look, wood, should, could, woman, sugar</td>
</tr>
<tr>
<td>10.</td>
<td>/^ /</td>
<td>onion, gun, come, done, sun, button</td>
</tr>
<tr>
<td>11.</td>
<td>/3:/</td>
<td>girl, nurse, curse, learn, earn, journey, urn, university</td>
</tr>
<tr>
<td>12.</td>
<td>/ /</td>
<td>ago, carrot, father, mother, captain</td>
</tr>
</tbody>
</table>

**DIPHTHONGS**

A combination of two pure vowel sounds into one sound is called a diphthong. It is a gliding speech sound which is considered to be a single sound represented by the combination of two vowel sounds.

<table>
<thead>
<tr>
<th>Symbols</th>
<th>Key words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. /eI/</td>
<td>day, away, pray, page, cage, radio</td>
</tr>
<tr>
<td>2. /aI/</td>
<td>high, tie, buy, sky, my, try</td>
</tr>
<tr>
<td>3. / /</td>
<td>toy, boy, oil, soil, noise, spoil</td>
</tr>
<tr>
<td>4. / I /</td>
<td>tear,(n). hear, sphere, ear, deer, zero, period</td>
</tr>
<tr>
<td>5. /e /</td>
<td>tear (v), bear,(n/v), pear, care, parent, heir, wear (v. and N.)</td>
</tr>
<tr>
<td>6. /u /</td>
<td>poor, tour, sure, pure, cure, tourist</td>
</tr>
<tr>
<td>7. /au/</td>
<td>house, now, proud, town, owl</td>
</tr>
<tr>
<td>8. / u/</td>
<td>go, no, know, ago, comb, radio, comb</td>
</tr>
</tbody>
</table>
CONSONANT SOUNDS

OBJECTIVES

1. To enable the learners to learn the symbols of consonant sounds
2. To enable the learners to produce the consonant sounds correctly
3. To enable the learners to consult a dictionary and learn the correct pronunciation of words.

Consonant Sounds -

When the air comes out of the mouth with some obstruction (either partial or full) a consonant sound is produced. It cannot be prolonged if it is prolonged its quality will change and it will become a vowel sound.

Consonant sounds 24 –

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Symbol</th>
<th>Position of vocal cords</th>
<th>Key words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>/p/</td>
<td>voiceless</td>
<td>Pen, cup, supper, people,</td>
</tr>
<tr>
<td>2</td>
<td>/b/</td>
<td>voiced</td>
<td>Book, cupboard, tub, rubber, barber,</td>
</tr>
<tr>
<td>3</td>
<td>/t/</td>
<td>voiceless</td>
<td>Ten, bet, butter, thirteen, receipt</td>
</tr>
<tr>
<td>4</td>
<td>/d/</td>
<td>voiced</td>
<td>Day, word, ladder,</td>
</tr>
<tr>
<td>5</td>
<td>/k/</td>
<td>voiceless</td>
<td>Kite, key, pack</td>
</tr>
<tr>
<td>6</td>
<td>/g/</td>
<td>voiced</td>
<td>Gun, leg, luggage, hungry</td>
</tr>
<tr>
<td>7</td>
<td>/tf/</td>
<td>voiceless</td>
<td>Chair, church, lecture, lunch, watch</td>
</tr>
<tr>
<td>8</td>
<td>/d3/</td>
<td>voiced</td>
<td>Jug, july, judge, village, bridge</td>
</tr>
<tr>
<td>9</td>
<td>/f/</td>
<td>voiceless</td>
<td>Fan, leaf, office, fox</td>
</tr>
<tr>
<td>10</td>
<td>/v/</td>
<td>voiced</td>
<td>Van, twelve, five, lovely</td>
</tr>
<tr>
<td>11</td>
<td>/θ/</td>
<td>voiceless</td>
<td>Three, health, healthy, wealthy, breath</td>
</tr>
<tr>
<td>12</td>
<td>/ð/</td>
<td>voiced</td>
<td>These, another, clothes, breathe, bathe, other</td>
</tr>
<tr>
<td>13</td>
<td>/s/</td>
<td>voiceless</td>
<td>School, bus, passage, circle, loose</td>
</tr>
<tr>
<td>14</td>
<td>/z/</td>
<td>voiced</td>
<td>Zoo, zebra, puzzle, buzz, nose, lose</td>
</tr>
<tr>
<td>15</td>
<td>/θ/</td>
<td>voiceless</td>
<td>Ship, sheep, fish, machine</td>
</tr>
<tr>
<td>16</td>
<td>/ɔ/</td>
<td>Voiced</td>
<td>Treasure, pleasure, measure, vision</td>
</tr>
<tr>
<td>17</td>
<td>/h/</td>
<td>voiceless</td>
<td>Heavy, kind hearted, head, hundred, hard</td>
</tr>
<tr>
<td>18</td>
<td>/l/</td>
<td>Voiced</td>
<td>Love, lovely, live(verb), live(adj.) call, tailor, whistle, fly, luxury</td>
</tr>
<tr>
<td>19</td>
<td>/m/</td>
<td>voiced</td>
<td>Tomb, comb, master, drum, grammar</td>
</tr>
</tbody>
</table>
NOTE- Nine consonants are voiceless and fifteen consonants sounds are voiced ones.

Difference between consonant sounds and vowel sounds:

A vowel sound is produced with a free flow of air; there is no obstruction anywhere in the mouth while articulating a vowel sound. A vowel sound can be prolonged without changing its qualities. All the vowel sounds are voiced ones (the vocal cords vibrate while producing vowel sounds). A consonant sound is produced with some obstruction (partial or full) that is, there is no free flow of the air while articulating a consonant sound. It cannot be prolonged, if prolonged, its quality will change.

Word Stress

Objectives

- To enable the participants to pronounce the disyllabic and the polysyllabic words with proper word stress.
- To enable the participants to understand the word stress rules and pronounce the words correctly with proper stress.
- To pronounce and stress the disyllabic words according to their functions (nouns, adjectives or verbs)

Discussion

- What is a word made of?
- Which part of a word is spoken with great force?
- Should we speak a word with greater breath energy in its parts?

Word stress is an important feature of Spoken English. Words have syllables. A syllable is a part of a word which contains a verbal sound or a consonant sound acting as a vowel sound. In words of more than one syllable not all the syllables are equally important. One of them is given prominence over the other(s). That which is prominent is spoken with extra force of breath and therefore is said to take the stress. Such syllables are marked like this (‘) ‘father, for’get, a’bility, ‘bottom, ‘autumn. Stressed syllables are heard louder than the unstressed ones. Words of one syllable don’t require any phonetic stress marks. They are automatically stressed during speech if they are content words (words giving information). Every good dictionary indicates the syllables receiving stress in a word. Hence it is advisable to refer to the dictionary to be familiar with the stress patterns which are not fixed many a time but there are a few word stress rules.
**Introduction to Word Stress**

Words in isolation do not stand for anything. Knowing sounds, words and syllables will do
not do anything unless one knows how to speak a sentence completely because it is not a word but
a group of words put together in a systematic way makes a complete and meaningful utterance.
Hence we should be familiar with the essential features of English speech after having mastery over
the vowels, diphthongs and consonant (sounds). These are


**Stress** means emphasis or using more breath energy on a sound, a word or a syllable in order
to make it prominent (to be heard louder than the other syllable of a word). If one uses more breath-
energy while speaking a word/syllable/an utterance, the stress will be forceful.

**Phonetic Stress:**

In phonetic stress the meaning of a word is not affected. But in syllable stress, the meaning of
a word is changed, for example, we take the word present, if we lay stress on the first syllable, it
becomes a noun or an adjective, if we lay stress on the second syllable it becomes a verb.

There are three kinds of stress:-

1. Syllable stress
2. Word stress
3. Sentence stress

**Syllable stress:-**

(a) Words of two syllables with stress on the **first** syllable, *doctor, finish, farmer, captain, baby*
(b) Words of two syllables with stress on the **second** syllable, *again, believe, receive, mistake.*
(c) Words of two syllables with stress on **both** the syllables, *sixteen, unknown*
(d) Words of three syllables with stress on the **first** syllable, *photograph, holiday, yesterday, president, library*
(e) Words of three syllables with stress on the **second** syllable, *dictation, tomorrow, familiar, another, decision*
(f) Words of three syllables with stress on the **third** syllable, *engineer, entertain, afternoon, understand*
(g) Words of four syllables with stress on the **last but one** syllable, *education, composition, repetition*
(h) If a word of two syllable is used as a noun/adjective and a verb, the noun will have
stress on the first syllable while verb will have stress on the second syllable e.g. *conduct (noun and verb); present (noun and verb); produce (noun and verb)*
Some more rules may be important to know further:

1. Words beginning with prefixes like, a…, be…, de…, di…, col…, com…, con…, cor…, en…, in…, im…, il…, ir…, per…, pre…, mis…, re…, un… take stress on the syllable just after them.

   ago, behind, collect, correct, comment, connect, decide, divide, develop, enjoy, incorrect, impossible, impolite, illegal, irregular, perhaps, prepare, misguide, receive, receipt, unkind, unknown, etc.

2. Words ending with the following suffixes have primary stress on the syllable before the suffix like, …ic, …ity, …ically, …ical, …ially, …ian, …ity, …ion, …tion, …ssion, e.g. political, politician, ability, religious, commercial, permission, possession, education, fashion, electricity, magician, irrigation, pronunciation, scientific, specially, industrial, etc.

3. Words ending in …ate have stress on the third syllable from the suffix e.g. delegate, demarcate, calculate, etc.

4. The following suffixes take the stress on the suffix itself:-

   …air e.g. in millionaire
   …ear e.g. in career
   …ique e.g. in physique
   …ental e.g. in fundamental
   …itis e.g. in arthritis, neuritis
   …esque e.g. in grotesque

5. Words ending in suffixes like …ment, …ful, …ness, …less, …age, …hood, …able, …y, …ly, …ship, …dom, etc, take stress on the root word e.g. in the words like development, government, wonderful, kindness, careless, friendship, happily, dirty, funny, freedom, childhood, children, leakage, comfortable, fashionable, freeship, changeable, etc.

Sentence stress

Introduction

Like word stress, sentence stress is an important feature of spoken English. In word stress we stress (speak with extra breath, energy) only one syllable—the tonic syllable (in words of two or more than two syllables) of a word whereas in sentence stress, we stress the words of sentence. While reading or speaking a sentence we do not stress all the words present in it but we stress some important words and leave the others unstressed. This pattern of stressed words followed by the unstressed ones in our speech makes it rhythmic.

Objectives

1. To enable the participants to read/speak the sentences of a paragraph, following the sentence stress rules.
2. To enable the participants to speak/read the sentences with proper speed, pauses etc.

Discussion

While speaking/reading do you stress all the words of a sentence?

Which words do you stress and which ones do you not stress?

Now listen to me and say which words in the sentences are being stressed and which are not being stressed (the teacher writes the following sentences on the black board and then s/he speaks)

1. 'Abhay was 'mad about 'computer and 'video 'games.
2. 'That was a 'Lucky 'cat! It was 'saved.
3. I 'share my 'thoughts with you.
4. The 'Hakim, 'Girdhari lal was 'supervising the 'entire 'action.
5. 'Hadoti is 'comprised of 'four 'districts of Rajasthan – 'namely, 'Baran, 'Bundi, 'Jhalawar and 'Kota.
6. 'Come, let's 'go to the 'palace 'garden.
7. 'What happens when you 'smile at a 'person?
8. 'Miss 'Beam 'laughed, 'Oh! 'no, she 'said.
9. 'Where was the 'video 'conference 'held?
10. 'Where 'there is a 'will there is a 'way.
11. I am 'not 'young 'enough to 'bring up a 'child 'now.

What do you infer from the examples given above?

From the above example we learn that a few words are stressed (Spoken with greater breath force) let's make a list of the stressed and unstressed words in the sentences.

<table>
<thead>
<tr>
<th>(A) Content words (words giving information) normally stressed</th>
<th>(B) Form words (Structural words) normally not stressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Nouns</td>
<td>1. Articles</td>
</tr>
<tr>
<td>2. Main Verbs</td>
<td>2. Prepositions</td>
</tr>
<tr>
<td>3. Adjectives</td>
<td>3. Conjunctions</td>
</tr>
<tr>
<td>5. Interrogative Pronouns</td>
<td>5. Modals</td>
</tr>
<tr>
<td>6. Demonstrative Pronouns</td>
<td>6. Relative Pronouns and Relative adverbs</td>
</tr>
<tr>
<td>7. Negative elements</td>
<td>7. Personal Pronouns</td>
</tr>
<tr>
<td>8. Exclamatory words</td>
<td>………</td>
</tr>
</tbody>
</table>

Note :- Usually, content words are stressed but when an auxiliary verb or prepositions appears at the end of the sentence, it is also stressed.
Now speak the following sentences giving stress on the words properly –

1. I am your capital city. My name is Jaipur.
2. With the help of Bhamashaha, Maharana Pratap reorganized his army.
3. I might have lived in a shell if I had been as snail.
4. Why is there so much dirt in our country?
5. What can I, as a citizen, do? Asked Kabir.
6. My dear people, this man, Vikarm who has not grown any plant will be my successor.
7. Let’s smile and smile and not forget that smiles go everywhere.
8. She was given a passbook and chequebook.
9. Thank you aunty, for this information.
10. The old man happened to be Hari, the Sarpanch of the village.
11. You haven’t earned the money yourself.

[Paragraphs form the textbooks (6 to 8 class) can be taken up of giving further practice in reading/speaking.]
TEACHING OF COMPOSITION

INTRODUCTION

Composition is another word for writing. It is an act of writing that develops the power of expression. English compositions are designed to give students a firm foundation in basic writing skills. English composition will introduce many skills through a variety of reading, writing activities. The writing skills are needed to brainstorm ideas, outline an essay and form a clear thesis. One can acquire basic reading skills, check spelling, Punctuation; grammar composition may be in the form of a letter, an application, a story, a paragraph, a report and a summary, etc.

OBJECTIVES

❖ To develop the ability to express ideas in correct English.
❖ To acquaint the participants with the various ways of writing composition.
❖ To develop analytical thinking, sequencing the events.
❖ To aware of the difference between spoken communication and written communication.
❖ To aware of the different tools available for references and dictionary.

TYPES OF COMPOSITION

➢ CONTROLLED COMPOSITION
➢ GUIDED COMPOSITION
➢ FREE COMPOSITION (meant for higher classes )

STORY WRITING –

Activity -1

The teacher will provide photocopy of given outline to the learners and ask them to Complete the story with the help of the given outlines in past tense-

A farmer… has four sons ……always quarrel among themselves ……… farmer worries ……….. asks them not to quarrel …. but in vain …. thinks of a plan …. calls his sons … asks them to bring sticks from jungle …. then tells them to tie in a bundle and break it … fail to break … asks them to untie the bundle …. all easily break … United we stand and divided we fall. Once there was a farmer. He had four sons.

.......................................................................................................................................................................................
Practice exercise for learners

Rearrange the following sentences in order to make a paragraph-

"I shall not give you anything unless you earn one hundred rupees"/ once there was a farmer/ his son went to one of his friends and borrowed a hundred rupee note from him/ He had a son/ "For that I give you three days' time"/ His son was very lazy/ Then he spent rest of the day in eating and sleeping/ He spent most of his time in eating and sleeping/ One day farmer called his son and said, "I shall give everything in charity."/ He did not do any work at all/ In evening he came back and gave the hundred rupee note to his father/ He grew lazier day by day.

Diary writing

Diary writing is a personal form of writing. When we want to record our feelings and whatever happened in the day or a particular event we write it in a diary. A diary entry describes experiences of a person of a place visited or any other incident. It is generally written briefly and is a description of persons, places, events, situations or feelings.

Steps of writing a diary –

- Day and date
- Opening
- Introduction
- Body
- Conclusion

Activity -2

The teacher will write given hints on the black board to write diary.

You have returned home after watching a Hindi movie. You have enjoyed watching the movie. Write the sentences of a diary in a proper order with the help of following hints.
Practice exercise

Write your daily routine in the form of a diary with the help of given clues-
- When do you get up in the morning?
- When do you go to school?
- Activities you do in your school
- What do you do in the evening?
- When do you go to sleep?

LETTER WRITING

Letters are of two types-
1. Personal letters
2. Business letters

Steps of letter writing-
- The address of the sender
- The date
- Salutation
- The body of the letter
- The subscription
- The ending

Business letters are written for particular purpose. Its aim is to transact some particular business. It should be courteous, clear, complete and brief

Activity -3

The teacher will provide photocopy of given outline to write a letter.

Write a letter to Mr. R.K Sharma an eminent educationist as a chief guest on Teacher's day. You may use the following clues.
Dear Sir,

I …………….. pleased to inform ……………. our school is going ………. organize a function ……… Teacher's Day. Kindly …… some time………. We have decided to invite you as a ………..

Kindly give your consent and …………. 

Thanking you in anticipation,

Yours faithfully

Signature (name)
Secretary

Practice exercise for the learners –

Activity – 4

Write a letter to your father telling him about the historical place you have visited recently. You may use the following clues.

➢ How far is the place from your village?
➢ Place and buildings you visited and liked most?
➢ Who else accompanied you?
➢ How long did you stay there?
➢ The things you learnt from your visit.

PARAGRAPH WRITING –

A paragraph is a unit of composition in which one idea or thought is developed. A paragraph is an essay in a miniature form. It is written to make reading easier and to arrange the ideas in a sequence. It must contain only one central idea and supporting sentences which must be properly arranged and have inter relationship in natural order with continuous logical progression of thought.

Activity -5

The teacher will give photocopy of given points to develop a paragraph.

Imagine you are a health inspector in Municipal Corporation. You pay a visit to the site of 'Clean India Mission', you find-

➢ Some persons are picking garbage from streets.
➢ Some persons are loading the garbage in a trolley.
Some persons are pushing the trolleys.
Some persons are sweeping the streets.
Some people are taking photos on their mobiles.
Some people are spraying water on the roads.
Some people are wiping roads with brooms.
Some people are burning heaps of garbage.

N.B. – write down the description in Passive voice. Don't mention the doer

PRACTICE EXERCISE FOR LEARNERS-

Activity- 6

Your friend's parents are very rich. One dark night, when cycling, you saw two bikers snatching the gold chain of your friend's mother from her neck and running away. Describe this incident in your own words to make a paragraph. You may use the following clues.-

- Where and when this incident happened.
- Chase the thieves on your bicycle.
- Ring up the police.
- Inform your friend.
- Report to the police

DIALOGUE WRITING

A dialogue means talk between two people. The aim of dialogue writing is to introduce the students to the colloquial way of talking English and train him/her to express his/her thoughts in an easy and natural way, using relevant language.

Things required for good dialogue writing are – dramatic situation, spontaneity and an outline formation before writing. Equal chances should be given to all the characters, use of interruptions, exclamations, grammatical colloquial language and writing in a natural and realistic manner.

Activity -7

Suppose you entered a police station in order to report about the chain snatching incidence. Write in dialogue form the conversation with the police officer, You may start your conversation in the following manner-

You- May I come in sir?
Police officer – Yes, please.
You – I wish to report to you about an incident of chain snatching in your area.
Police officer- Yes, please carry on.
You - ..........................................................
FUNCTIONAL- GRAMMAR
The Simple Past Tense

Functional Grammar

Both the NCF 2005 and the New Rajasthan syllabus of English advocate and emphasize that grammar should not be taught in isolation and not as a set of formulaic rules and definitions. It further states that grammar should be taught in contextual activities. Functional grammar should be taught, i.e., the grammatical items occurring in the lesson of the texts are to be taught and practiced aiming at enabling the learners to discover the rules of language in the process.

Therefore an attempt has been made in the textbooks to have varieties of tasks, activities and games to help the learners take a closer look at the texts and observe certain aspects of the language. Such tasks and activities can be done at any time of the calendar year and can be revised and repeated whenever needed.

The process followed to teach grammar is to give some particular types of examples for the grammatical points itself and draw learners' attention to them. Sufficient items for practice have been given, but the idea is that the teacher extends the activity by providing further activity for more practice beyond the textbook to find out if the learners have internalized the concept or not and are able to apply it. Success here would depend on the creativity of the teacher in providing innovative games, tasks and activities. Through the textbooks there are various inputs which can be used across all language-items.

Grammar learning takes place when the learner works with language and attempts to make meaning. The grammatical rules are deduced not induced.

- Language items are chosen and illustrated from the textbooks.
- Present the grammatical items in natural conversation with the explanation of their forms.
- Provide inputs in context and help the learners to use the same in proper context. Provide the learners enough chances to practice it.
- Let the learners recognize its function first and then draw attention to the underlying rule.
- Provide activities which allow learners to use the form in natural communicative ways.
- In case of errors, provide feedback.

Introduction –

The past tense is used to indicate an action completed in the past. It is not used to indicate recent past having a bearing in the present. We use the simple past for a completed action with a definite point of time in the past time.
Objective –

The teacher will enable the learners:-

1. To use the simple past tense correctly in the appropriate context.
2. To use the correct forms of verb in the simple past while framing affirmative, negative, and interrogative sentences.
3. To talk to one another using simple past tense verb forms in their conversation.

**WARM UP ACTIVITY**

Good morning boys and girls sit down please.

I ate sweets last night.

I reached home at 5 O’ clock yesterday.

We celebrated Deepawali in October.

Priyanka spoke a "Prerak Prasang" in the prayer yesterday.

[Teacher will ask some questions to the learners in their mother tongue. He will write the answers of the questions on the green board in both languages-mother tongue and English.]

Ok! Tell me the words which are showing time in these sentences.

[The teacher will write the words denoting past time, on the green-board.]

(Yesterday, last night, October)

Which time is shown by these words?

Now I am going to write some other sentences like them on the green board. Look at them-

**Activity – I**

[Teachers will provide these sentences in the class. He will write some sentences on the green-board.]

I. The dog barked at the stranger last night.

II. The dog did not bark at the stranger last night.

I. The teacher taught the lesson last week.

II. The teacher did not teach the lesson last week.
I. Boys washed their hands before eating food.
II. Boys did not wash their hands before eating food.
I. Geeta came to school yesterday.
II. Geeta did not come to school yesterday.

The teacher will ask the participants to read the above sentences loudly.

Dear participants

1. What time is denoted in these sentences?
2. Which forms of the verb are used in these sentences?
3. Find out the difference between the I and the II type of sentences.
4. Is the past form of the verbs used with ‘did’?
5. Can we use ‘not’ without did?
6. Write the words which are used as the doers in these sentences.
7. Write the verbs which are used in these sentences
8. Find out the word order [structure] of both the types of sentences- Affirmative and Negative.

Find out the key points which are used in these sentences of simple past tense.

Consolidation:-

- These are affirmative and negative sentences
- In these sentences the action happened in the past.
- The past form of the verb is used in the affirmative sentences of the simple past tense.
- In the negative sentences, ‘not’ is used with did (H.V.), followed by the present form of the verb.

Activity II – Now look at these sentence

- Did you wash your clothes last week?
  Yes, I washed my clothes last week.
- Did they receive their parcel yesterday?
  Yes, they received their parcel yesterday.
- Did Rajiv laugh an hour ago?
  No, he did not laugh an hour ago.
• When did you visit the Hawa Mahal?
  We visited the Hawa Mahal in June 2015.

• Where did you go last Sunday?
  We went to Nathdwara last Sunday.

• Why did she buy a pen?
  She bought a pen to write a poem.

• Who broke this chair?
  Mahesh broke the chair.

• Who got the highest marks in English?
  Bulbul got the highest marks in English.

[The teacher will divide the class into two groups. The first group will read the interrogative sentences and the second group will read the answer to these sentences. The teacher will frame and ask some questions after the activity.]

• What are the beginning words of the sentences which are spoken by the first group?
• Which punctuation mark is used at the end of the interrogative sentences?
• What word is used after the ‘wh’ words in the above sentences?
• Can we make interrogative sentence without ‘wh’ words?
• Which is that word in these sentences?
• Which form of the verb is used in these interrogative sentences?
• Which form of the verb is used in the sentences, spoken by the second group?
• Find out the word-order of these interrogative sentences.

CONSOLIDATION

• An Interrogative sentence starts with ‘Wh’ words/Did.
• Present form of the verb is used whether it begins with ‘did’ or ‘wh’ word.
• With 'Who' as a question word to inquire about the subject (person), the second form of the verb is used. 'Did' is not used in this case.

Activity- III

[The teacher will divide the class into groups of four learners each and guide them to change the sentences into negative and interrogative sentences like the given example.]
Example: The students took their lunch.
   a. The students did not take their lunch.
   b. Did the students take their lunch?

1. Rohit flew kites.
   a. ................................................
   b. What.........................?

2. He sold books.
   a. ................................................
   b. Did.........................?

3. Seema watched the movie yesterday.
   a. ................................................
   b. When.........................?

4. They played the match in the school playground.
   a. ................................................
   b. Where.........................?

5. The students wrote a paragraph on 'The School'.
   a. ................................................
   b. Who .........................?

Activity- IV- LANGUAGE GAME

The teacher will divide the class into three groups. The first group will speak an affirmative
sentence in the class. The second group will change the sentence into negative one. The third group
will frame interrogative sentence from the spoken sentence and the process will go on.

RULES OF THE GAME-

1. The group will earn 1 mark for a right sentence.
2. The group will lose 1 mark for a wrong sentence.
3. The group which earns the highest marks will win the game.

Activity- V

The teacher will provide a simple paragraph to the students and ask them to find out the past
forms the verbs which are used in the paragraph and he/she will write them on the blackboard.

[Paragraph from 'English Reader' class 8 page 33]

The battalion reached the village but noticed no movement; heard no noise. Some soldiers
advanced but saw nothing; absolute silence reigned there. The Officer-in Command suspected of a hidden attack and ordered an utmost alert on all sides.

[The teacher will make a group of 4 learners each in the class and ask them to frame affirmative, negative and interrogative sentences with the help of the verbs written on the green board.]

**Activity- VI – class VI page 44**

[The teacher will divide the class into groups of four learners each and will ask them to attempt the exercise and take presentation after ten minutes.]

Fill in the following blanks with the correct simple past tense form of the verbs given in the brackets.

I. Pratap ________ (want) to fight against the Mughal.
II. Maharana Udai Singh II ________ (die) in 1572.
III. Akbar ________ (send) Raja Maan Singh to attack Mewar.
IV. Maharana Pratap's army ________ (wait) for the Mughal army at Haldighati.

**Activity – VII- class VII page 23**

[The teacher will divide the class into groups of four learners each and will ask them to attempt the exercise and take presentation after ten minutes.]

Fill in the blanks with the past form of the verbs given in the brackets and read the paragraph.

In the Olympic games………………….(hold) at Atlanta in 1996, Leander Paes …………………..(win) the bronze medal. When he …………………..(return) to India, he was given a hero’s welcome. Hundreds of students …………………..(go) to the airport to receive him. When they …………………..(see) him, they …………………..(cheer) loudly and …………………..(garland) him. Some of them …………………..(take) his autograph.
INTRODUCTION:

In the extension of simple or assertive sentence, question framing has been recognized as the most challenging area in teaching and learning of English language. Besides the students, framing question appropriately and grammatically correct has been still considered as a difficult task among our primary teacher also. So this must be dealt with special attention so that teacher’s power of question framing can be improved.

This session deals with framing of Yes/No type and WH type questions and workshop material.

OBJECTIVES:

- To enable to recognize the difference between an assertive sentence and an interrogative sentence.
- To establish the word order followed in a question pattern.
- To enable the trainees grammatically correct questions.

PRESENTATION – I

Read these sentences given below in box A and B and compare them:

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I am Indian.</td>
<td>Am I Indian?</td>
</tr>
<tr>
<td>2</td>
<td>She is a teacher</td>
<td>Is she a teacher?</td>
</tr>
<tr>
<td>3</td>
<td>The elections are next year.</td>
<td>Are the elections next year?</td>
</tr>
<tr>
<td>4</td>
<td>The bus was late.</td>
<td>Was the bus late?</td>
</tr>
<tr>
<td>5</td>
<td>They were happy.</td>
<td>Were they happy?</td>
</tr>
<tr>
<td>6</td>
<td>We were playing.</td>
<td>Were we playing?</td>
</tr>
<tr>
<td>7</td>
<td>You can swim.</td>
<td>Can you swim?</td>
</tr>
<tr>
<td>8</td>
<td>I know Ramesh.</td>
<td>Do I know Ramesh?</td>
</tr>
<tr>
<td>9</td>
<td>He comes school daily.</td>
<td>Does he come school daily?</td>
</tr>
<tr>
<td>10</td>
<td>Kamla went to temple.</td>
<td>Did Kamla go to temple?</td>
</tr>
<tr>
<td>11</td>
<td>She has done her homework.</td>
<td>Has she done her homework?</td>
</tr>
</tbody>
</table>
Discussion:
1. What differences have you noticed in sentences given in box A and B?
2. How do you know that the sentences in the box A are assertive?
3. How do you know that the sentences in the box B are Interrogative?
4. How do you answer these questions?
5. Sentence number 6 to 11 follow different rule. What are they?

Yes/No type questions are questions whose expected answers are either ‘Yes’ or ‘No’. It needs a special word order. Yes / No questions are also called closed questions because there are only two possible responses: When framing a Yes / No question, it must include one of these types of verbs: be, do, have or a modal verb. It is impossible to ask a Yes / No question without one of these verbs.

Activity: I

One of the trainees or learners will assume herself /himself as an animal. The rest of them will ask inversion questions to reveal her/ his identity. The assumed trainee or learner will answer these questions in yes or no only.

Question 1. Are you a wild animal?
Answer : No.

Question 2. Are you a domestic animal?
Answer : Yes.

Question 3. Do you have a short tail?
Answer : Yes. I have.

Question 4. Do you live in hilly area?
Answer: No. I don’t.

Question 5. Do you have long legs?
Answer : Yes.

Question 6. Are you an elephant?
Answer : No.

Question 7. Are you a camel?
Answer : Yes. I am.

Task: I

The trainees or learners will be asked to prepare activity on different topics and present.
Task: II

Frame suitable question for the following answers.

Qu.1 .................................................................
Answer: Yes. I am a student.

Qu.2 .................................................................
Answer: No. I study in class VII.

Qu.3 .................................................................
Answer: Yes. They teach very well.

Qu.4 .................................................................
Answer: Yes. I was playing football yesterday.

Qu.5 .................................................................
Answer: Yes I have a bicycle.

Qu. 6 .................................................................
Answer: No. I have never visited Jaipur yet.

Qu.7 .................................................................
Answer: Yes. I can speak English.

Qu. 8 .................................................................
Answer: Yes. My mother help in doing my homework.

Qu. 9 .................................................................
Answer: Yes. My sister has an English dictionary.

Qu.10 .................................................................
Answer: Yes. I can use a dictionary.

Presentation – II

Read the given extracted text attentively.

Seema : I am not well today.
Teacher : this is a health related problem.
Seema : What is health, ma’am?
Teacher : Health is the state of complete physical, emotional, spiritual and social well-being. It is not only absence of diseases.

Sushma : Why do we fall ill?
Teacher: Because we don’t pay attention to hygiene.
Santosh : What is hygiene, ma’am?
Teacher : Hygiene is the science and art of preserving and improving health of a person (known as personal hygiene) and of a community (known as community hygiene.)

Sunil : What should we do to maintain personal hygiene, ma’am?

Teacher : to maintain personal hygiene we should:
- Brush our teeth regularly.
- Bathe with fresh water regularly.
- Wear clean and dry clothes.

Hemlata : How should we maintain community hygiene, ma’am?

Teacher : To maintain community hygiene we should:
- Keep our surroundings and environment clean.
- Receive drinking water supply through underground pipe system.

(source: English Reader; class VI, chapter: 1 ‘Health and Hygiene’)

Discussion :
- Have you noticed the underlined sentences in the text given above?
- What information does each of these questions ask for?
- What word order is followed in each of these question?

1. If you ask about the subject of the sentence, simply add the question word (who, what or which) at the beginning:
   Example: Raghav writes simple poems. — Who writes simple poems?

2. If you ask about the predicate of the sentence (the part of a sentence which contains the verb and gives information about the subject), there are three options:
   - If there is a helping (auxiliary) verb that precedes the main verb (for example: can, is, are, was, were, will, would...), add the question word and invert the subject and the helping (auxiliary) verb.
     Examples: He can speak Tamil. — What can he speak?
   - If you ask about the predicate and there is no helping (auxiliary) verb and the verb is "to be", simply add the question word and invert the subject and the verb.
     Example: The play was interesting. — How was the play?
   - If there is no helping (auxiliary) verb in the predicate and the main verb is not "to be", add the auxiliary "do" in the appropriate form.
     Examples: He wakes up early. — When does he wake up?
Task: III

Rearrange the jumbled words to frame a question.

a) you / away/ do/ it/ why/ want/ to throw ?

b) things/ strange/ are/ these/ what ?

c) so/ dirt/ is/ much/ in our/ why/ country/ there ?

d) attested/ signatures/ who/ Jyoti’s ?

e) the cause / can / of a fire / what ?

f) were / examinations / whose / over ?

 g) has / temple / built / Amarapura / where / been ?

h) feel / Anushka / how / about / does / hostel life ?

i) are / alone / why / here / you ?

j) have / to know/ you / how / come / this ?

Task: IV

Read the extracted text attentively. Study the underlined question words and say when they are used.

Kartik: Mr. Dashrath, I commute to the school from a far off place. I would like to use the canteen services regularly. **What** are your timings?

Dashrath: We are open from eight in the morning to six in the evening.

Kartik: **When** do you serve lunch?

Dashrath: Between 12 noon to 2 p.m.
Kartik: And what do you serve for lunch?

Dashrath: Its South Indian food, basically with rice, vegetable, sambar, rasam and curds. But we also serve some chapattis along with it.

Kartik: Don’t you have some light tiffin too?

Dashrath: Yes, that we have the whole day – idlis, puris, dosas and so on.

Kartik: Can’t you start serving lunch a bit earlier? I have no class between 11 and 12 on most days. Can’t I come and finish lunch earlier?

Dashrath: I’m afraid, we can’t start serving lunch earlier than twelve noon.

Kartik: How much is lunch token?

Dashrath: You see, there are subsidized rates and we charge only fourteen rupees per token.

Kartik: Does that include curds?

Dashrath: No, it doesn’t curds cost extra four rupees per bowl.

Kartik: Thank you, Mr. Dashrath. Just one more thing. Can’t I have a monthly account with you? I’d rather pay once a month when I receive money from my father.

Dashrath: Well, we don’t normally allow it. Perhaps as a special case….. Can you pay an advance deposit?

Kartik: Yes, I can

Dashrath: That’s all right then.

(source: English Reader, Class – VII, chapter – 5 ‘Outside the Class’)

Task: V

Read the extracted passage carefully and frame as many questions as possible.

“Our country was invaded by the enemy. A battalion had been ordered to march across the boarders and kill even the civilians, not to spare a child, an old man or a woman.

The battalion marched towards a little village, avoiding an open encounter with the Indian jawans. The battalion had to march through the hot sand of the desert, always fear of sudden dangers. However, the movement of the enemy forces was noticed by some of the home guards well in time and the neighbouring village had been vacated.

The battalion reached the village but noticed no movement, heard no noise. Some soldiers advanced but saw nothing; absolute silence reigned there. The Officer-in-Command, suspecting a hidden attack, ordered an utmost alert on all sides.”

(source: English Reader; Class – VIII: Chapter – 6 ‘The Brave Lady of Rajasthan’)

(Note: all the necessary handouts will be provided to the participants.)
PREPARATION AND USE OF TLM

Introduction:
In the field of education, TLM or Teaching aid plays a vital role. The use of the TLM makes teaching learning process joyful, easy and interesting. The object (such as books, maps or pictures) or devices (such as a computer, a projector) used by a teacher to enhance classroom learning is called TLM. If teaching aids are used properly, the learning will be permanent and effective. The teaching materials may be of many shapes and sizes but they all have a common utility to support the students' learning.

Objectives:
The trainees will be able
- to understand the importance of TLM in teaching learning process.
- to use classroom materials and other things as TLM.
- to develop their skill and creativity to utilize the locally available as TLM.
- to make their resources more effective.

Points of discussion:
- How long have you been teaching English?
- What do you do to make your teaching more effective?
- Do you use any additional material or device to make your teaching interesting?
- When do you feel the need of TLM in teaching?
- How does TLM help in the teaching learning process?
- How do you prepare TLM?
- Name some TLM that you are available in your school.

Types of TLM:
There are three types of TLM:
1. Visual
2. Audio
3. Audio-Visual aids
1. **Visual**:

The instructional device that appeals chiefly to our vision is called the visual aid. Visual aids are the things that some can be looked at to understand something or receive information. By using visual aids English teaching can be made more effectively specially grammatical part such as

tenses, prepositions, determiners, direct-indirect narration, active-passive voice. Visual aids are:

I. White board  
II. Flip chart  
III. Overhead projector  
IV. Power point presentation  
V. Pictures  
VI. Models  
VII. Sentences or word strips  
VIII. Flash cards  
IX. Textbooks  
X. Print material

2. **Audio**:

The audio aids function as learning facilitators and teaching machines and motivate the learners and arrest their attention during the instructional process. Such as:

I. Radio  
II. Gramophone  
III. Tape recorder  
IV. Lingua phone  
V. Audio cassette player  
VI. Language laboratory

3. **Audio-Visual**:

The training or educational material directed at both the senses of hearing and seeing is called audio-visual aids such as:

I. Power point presentation  
II. Overhead projector  
III. White / blackboard  
IV. Videos (TV, computer, laptop)
Activity: I

Reading Material: The learners will be provided with the photocopies of the text of the lesson of class VIII the chapter 10 'The Glory of Rajasthan'

Step-I

The teacher will show the pictures of 'Meera Bai' 'Sawai Jai Singh' 'The Victory Tower' 'Kalbelia Dance' 'Puppet Show' 'Gavari Dance' 'Ghoomar Dance' 'Godavan Bird' 'Chinkara' 'Gangour festival' 'Thar Desert' 'Panna Dhay' 'Hada Rani' 'Mount Abu' 'Festival of Holi'.

Step – II

The teacher will ask general questions to the learners so that activity based on TLM can be generated.

Question 1. Name the different places, person, and occasion shown in the pictures.

Question 2. Do you know them?

Question 3. Can you narrate any instance related to these pictures?

Activity: II

The teacher will use a cassette player or mobile and make the learners listen to a short description of any cultural event, worth seeing tourist places and historical places of Rajasthan.

The teacher will ask general questions to the learners so that activity based on TLM can be generated.

Qu. 1. What is this audio all about?

Qu. 2. Name the historical places mentioned in the audio.

Qu. 3. Name some tourist places of Rajasthan.

Qu. 4. Name the famous dance forms of Rajasthan.

Qu. 5. Name the famous warriors of Rajasthan.

Activity: III

The teacher will divide the class into two groups and assign a task to prepare audio aids and visual aids from the text books.

Material will be provided for visual aids and the learners can use their own mobiles or laptops for audio aids.

Conclusion:

The teacher will ask the learner to collect some other materials that can intensify the glory of Rajasthan.
Introduction:

Language learning is a hard work and it can be made interesting and easier by using language games. Through language games children experiment, discover and interact with their environment. Language games add variety to a lesson and increase motivation by providing a plausible incentive to use target language. The game context makes the foreign language immediately useful to the children. It brings the target language to life. Even a shy student can participate positively.

There are different kinds of games activity – word game, memory game, guessing game, drawing game, puppet game, balloon game, etc.

Objectives:

- To enable the students to develop the communicative skill.
- To make the teaching an enjoyable activity.
- To enable the students to learn different language items through different activity.
- To enable the students to inculcate the language skill viz- listening, reading, speaking and writing.
- To offer the students a fun filled and relaxing learning atmosphere.
- To provide opportunity for the students to use language in a non-stressful way.

Points of Discussion:

- How do you teach English in the class?
- What kind of problems do you face while teaching?
- Why do the students not learn English the way they learn their mother tongue?
- Do language games make the foreign language easy to learn? How?
- Do the students learn without stress by using language games? How?

Game I - Match and Catch

Aim:

- To read the text silently and aloud with correct pronunciation.

English Reader; Class – VIII; Chapter – 2. 'Animal's Strike'
Procedure:

Step – I  The teacher will divide the learners into two groups. Group 'A' will be the question group and group 'B' will be the answer group.

Step – II  Question will be given to the group A and answer will be given to group B.

Step – III  Each learner in the group A will read the question aloud and who has the answer in the other group read the answer aloud.

Step – IV  If the question and the answer match, put the students in pair. If they don't, continue till the right answer is found.

Match and Catch

<table>
<thead>
<tr>
<th>Group A (question)</th>
<th>Group B (answer)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Where did the animals use to assemble everyday?</td>
<td>around the pond.</td>
</tr>
<tr>
<td>2. Where was the pond situated?</td>
<td>middle of the zoo.</td>
</tr>
<tr>
<td>3. Who was the most popular animal in the zoo?</td>
<td>Gibbon.</td>
</tr>
<tr>
<td>4. &quot;I am getting scared myself&quot; who said this?</td>
<td>The crocodile.</td>
</tr>
<tr>
<td>5. What was the name of the crocodile?</td>
<td>Rangu</td>
</tr>
<tr>
<td>6. Whom did the children try to make angry?</td>
<td>the tiger.</td>
</tr>
<tr>
<td>7. When did the animal show their anger?</td>
<td>on Sunday.</td>
</tr>
</tbody>
</table>

Game II – 'Making Correct Words'

Aims:

- To revise the learnt vocabulary items.
- To develop speaking and writing skill of the words.

Procedure:

Step I.  The teacher will divide the learners in two groups 'A' and 'B'

Step II.  The group 'A' will write the jumbled up spelling of a word.

Step III.  The group 'B' will write and speak the correct word.

Step IV.  This process will go on till one group will ask 10 questions.

Step V.  Both the groups will perform this activity vice-versa.

Game III – 'Crossword Puzzle'

Aims:

- To revise the learnt vocabulary items,
- To spell the word correctly.
- To improve comprehension.
Procedure:

Step I. The teacher will provide the photocopies of the action cross word puzzle given below.

Step II. The teacher will ask the learners to fill the cross word puzzle with suitable action words with the help of the given hints.

Step III. This process will go on till all the words of the puzzle will be written across and down ward.

Across Down

3. I can ............ a book. 1. I can ............a story.
5. Madhu can ............ Kathak well. 2. I ............ a mango everyday.
7. I ............ music everyday. 4. Lata Mangeshkar can ..........well.
9. Monkeys can ........one tree to another. 5. My sister likes to ........ milk.

6. Birds can ............ 
8. I can ............ in the river,
Game IV – 'Rearrange Sentences'

Aims:

- To test the learner's comprehension of the content and language.
- To improve their writing skill.

Step I. Teacher will tell a story to the learners. (for this activity Chapter- 9. "True Successor" from English Reader; class-VII page no- 47 has been taken)

Step II. Teacher will give each learner a photocopy which contains some sentences of the same story in jumbled form.

Step III. Teacher will give instruction to rearrange the sentences in proper order to make the story meaningful.

The Sentences are given below.

Rearrange the given sentences to make the story meaningful.

1. If a person, who can take care of the plant, can also make the kingdom prosper.
2. He handed out plant seeds to each person.
3. The king wanted to select a talented and good individual to ascend the throne.
4. The king didn't have his own child.
5. One day the minister came to the king with a request to adopt a child.
6. Mahender was a noble king who took care of the people like his own children.

1. …………………………………………………………………….
2. …………………………………………………………………….
3. …………………………………………………………………….
4. …………………………………………………………………….
5. …………………………………………………………………….
6. ……………………………………………………………………..
TOOLS FOR TESTING

Evaluation is the key through which we try to understand the levels of learning accomplished in the students. Thus any testing subsumes the need for evaluation. In the times of S.I.Q.E., the teachers are required to design question papers for Summative/Formative Evaluation. Under such a scenario, it is worthwhile to have a look at the different types of tools that can be used for testing.

It aims at finding out how much learning has taken place, whether the objectives of teaching have been attained and, if so, to what extent. It is a measuring device to gauge learners’ ability and teaching efficiency. Teaching and testing go side by side. They have the same focus and are inseparable. Testing measures how far the learning experiences provided to the learns have produced the desired results.

General Objectives:

The purpose of the session is to initiate a healthy discussion on the various types of tools for evaluation. Within the constraints of our present schooling system, we basically evaluate only reading and writing skills and the element of grammar which basically renders the evaluation of speaking and listening skills and the element of study skills redundantly.

Specific Objectives:

Classes VI to VIII textbooks contain a variety of activities. Our session is on how to go about conducting them and the education implications thereof. Now let us have a look at the different types of tools.

For reading and writing purpose texts of different genres are utilized. One way of evaluation of prose lesson is through probing questions. They can be of three types -

a. factual questions
b. questions that ask us to read between the text
c. questions of extrapolative nature

Characteristic of Testing:-

a. Validity: -The testing should be measure what is intends to measure and nothing else. There should be a relationship between the syllabus and teaching objectives.

b. Objectivity: - There should be objectivity in testing means only one answer should be possible. There should not be any subjectivity involved from either side.

c. Reliability: - The stability of the test score is a necessary part of any test. It should give the same result.

d. Practicability: - Successful handling without undue expenditure of time and energy is a necessary significance of testing. It has three aspects-

- economy
• administrable
• scoring
e. **Discriminating Power:** - Testing should be done to find out the smallest differences in achievements.
f. **Difficulty Value:** - The ranking of the questions should be – difficult, of average difficulty or easy.
g. **Backwash Effects:** - The backwash effect is the influence that a test has on the way students are taught hence the effect of the teaching and learning should take place before the test.

**Types of Testing**

(A) **Class Test:** - Class test plays a central role in the evaluation of teaching learning activities. It helps to evaluate each student’s progress, attainment of course objectives and performance in relation to that of the classmates.

(B) **Unit Test:** - These are given after the completion of every unit including the different aspects of language learning.

(C) **Terminal Test:** - These tests include a certain number of units and should be taken one or two in a month. It helps to diagnose learning level of the students and provides an opportunity to meet out weakness. It also acts as a bridge between the unit test and the half yearly and the annual examination.

(D) **Half Yearly / Annual Examination:** - Both these examinations aim at evaluating students’ attainment in the various areas of language learning.

(E) **Oral Test:** - It aims testing students’ speech ability comprising of the correct pronunciation, stress and intonation.

(F) **Written Test:** - It is taken to test the students writing ability including their knowledge of words, structures, sentence formation and sequencing of ideas in the form of paragraphs.

**Handout 1:**

Let's take an example to understand it. Read the following passage:

After the last visitor had left, the animals of a zoo used to assemble everyday around a pond which was in the middle of the zoo. For an hour they could either play about lolling in the water, rolling on the sand or merely chat with each other. It was the fun time for the animals and they made most of it.

But for the last few days they have stopped this activity. They rather preferred being alone. Hattu, the owl was surprised at this sudden change. "We must not hide anything from each other. Why are we neglecting each other? We should talk about our problems or else how shall we find solutions to them?" said Hattu.

(Source: English Reader, Class VIII, Lesson 2, pp 6)
Try and identify the following questions according to their category:

Q. 1. When did the animals of the zoo assemble every day?
Q. 2. What did the animals do for an hour?
Q. 3. What do you think is the meaning of the word 'lolling’?
Q. 4. Why do you think the animals stopped all kind of activities?
Q. 5. Were the animals able to find solutions to their problems? Why do you think so?

Another way of evaluation is through the use of multiple choice questions. They can range from choosing the correct option, true and false, fill in the blanks, matching the columns, tick the correct alternative, crossword, etc. These activities can be used both for evaluating the understanding and checking the element of grammar. They can be both guided and unguided activities. When to use guided multiple choice questions and when to use unguided multiple choice questions? When the input is cognitively demanding, it is better to use guided multiple choice.

Handout 2:

Let us have a look at two of the exercises:

1. Fill in the blanks of the given sentences choosing words from the brackets:

   (afford, desire, sufficient, relaxed, wages)

   i. The carpenter did not continue his work because he was not paid his ......................... regularly.

   ii. The poor couple could not ......................... a new set of books for their daughter.

   iii. Swami Vivekanand had a strong ......................... to regain the past glory of Bharat.

   iv. Janki Lal and Gauri felt ......................... to send Vidya to school.

   v. There was ......................... petrol in my car to cover a distance of 22 KMs.

2. Complete the following cross-word puzzle:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>5. R</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. S</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Across:
1. A payment earned for work or service.
4. Ram ............ Laxman were brothers.
5. Weapons
6. Hari worked hard ...... he became rich.

### Down:
1. Put on clothes
2. ................. and sports keep us fit
3. Make sure

(Source: English Reader, Class VII, Lesson 2, pp 14)

If we try and analyze these items, we find that the first exercise is cognitively less demanding and clues are sufficient to solve it. In the second exercise, the item Across 5-Weapons is more demanding. There are two ways of removing this handicap. First the teacher may provide additional clues such as 'the word is also used for a body part', or she may ask the students to uncover the other words in order to arrive at the word 'arms'.

### Handout 3:

Let us look at the following exercise:

1. Write full forms of the following abbreviations:

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>CWSN</td>
<td>.............</td>
</tr>
<tr>
<td>PI</td>
<td>.............</td>
</tr>
<tr>
<td>HI</td>
<td>.............</td>
</tr>
<tr>
<td>VI</td>
<td>.............</td>
</tr>
<tr>
<td>MI</td>
<td>.............</td>
</tr>
</tbody>
</table>

(Source: English Reader, Class VII, Lesson 12, pp 67-68)

Here no support is given for solving the exercise, but these abbreviations appear in the text. The teachers are advised to go back to the text, for help in solving such exercises.

The textbooks also have choosing the correct alternative type of questions. These questions comprise of two parts: stem and distracters/options. Here when we construct these items, care must be taken to either make the stem requires careful reading. The options must all be close to the correct alternative, but only one correct option should be suitable. Let us take an example to better understand the fact.

### Handout 4:

1. Choose the correct alternative:-
   i. The poet's friend lives ....................... the poet.
      (a) near (b) behind (c) away from (d) close
ii. The poet shares her thoughts with her friend because her friend is .........................
   (a) shy  (b) beautiful
   (c) charming (d) wonderful

iii. ......................... brought amusement to my life.
   (a) sadness (b) sunshine
   (c) friend (d) sun

(Source: English Reader, Class VII, Lesson 3, pp 16)

In the first item, the options are related to each other and show the positioning of the poet vis-
va-vis the friend. Here all the options are feasible but 'away from' is the correct one according to the
given poem. Similarly in the third item, all options are feasible but 'wonderful' is the correct options.
The fourth item is even trickier because the correct option is 'friend' but it is not mentioned directly
in the poem. The friend is compared to 'rays of sunshine' and the students has to infer that the friend
is the person compared.

Handout 5:

Another type of activity taken is 'true and false' type. Let us have a look at one such example.

B. Say whether the following statements are True or False. Write T for True and F
   for False in the given brackets.
   i. The father believed his son when he gave him the hundred rupee note. (    )
   ii. The son did as his mother advised him to. (    )
   iii. The father did not succeed in his efforts to teach his son a lesson. (    )
   iv. At last the son began to earn money. (    )
   v. We must not waste our time without work. (    )

(Source: English Reader, Class VI, Lesson 2, pp 12)

The analysis of these statements shows that statements (i) and (iii) are false whereas statements
(ii), (iv) and (v) are true. In a given set of five true/false statements, generally there is one/two
statements that are true and the rest are false. The true and false statements must be so interspersed
that mechanical answering can be avoided.

Handout 5:

B. Match the words in column A with the words opposite in meaning in column

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>lazy</td>
<td>evening</td>
</tr>
<tr>
<td>borrow</td>
<td>pleased</td>
</tr>
<tr>
<td>angry</td>
<td>active</td>
</tr>
<tr>
<td>morning</td>
<td>lend</td>
</tr>
</tbody>
</table>

(Source: English Reader, Class VI, Lesson 2, pp 13)
1. Match the given words under 'A' with their meanings given under 'B':

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reluctant</td>
<td>that move from one place to another</td>
</tr>
<tr>
<td>Migratory</td>
<td>decorated in a showy fashion</td>
</tr>
<tr>
<td>Spectacular</td>
<td>unwilling</td>
</tr>
<tr>
<td>Magnificent</td>
<td>grand</td>
</tr>
<tr>
<td>Bedecked</td>
<td>very impressive</td>
</tr>
</tbody>
</table>

(Source: English Reader, Class VII, Lesson 11, pp 61)

The very nature of match the following activities lends itself to teaching of vocabulary activities through the use of antonyms, synonyms, homonyms, homophones, homograph and heteronyms.

(These handouts are quoted as models to elaborate the views expressed above. The teacher may use as they are or select more exercise from the textbooks or other external sources.)
Post-Test

Name: ...........................................  Date .....................

1. How many vowel and consonant letters are there in English?

_________________________________________________________________________

2. How many vowel and consonant sounds are there in English?

_________________________________________________________________________

3. What do you mean by diphthong?

_________________________________________________________________________

4. How many diphthongs are there in English?

_________________________________________________________________________

5. Write the phonetic transcription of the following words.

V. Woman ______________________

VI. Women ______________________

VII. Father ______________________

VIII. Village ______________________

6. (I) what are the basic skills to be inculcated in the learners of English?

_________________________________________________________________________

(II) How can be the language skills developed in the learners?

_________________________________________________________________________

7. (I) what type of grammar should be taught to the learners?

_________________________________________________________________________

(II) What are the steps of teaching grammatical items?

_________________________________________________________________________
8. What are the different techniques of teaching vocabulary items?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

9. What are the steps of teaching reading comprehension?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

10. (I) what do you mean by composition?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

(II) What type of composition should be taught at U.P.S level?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

(III) How do you teach composition?

_________________________________________________________________________

11. Fill in the blanks with suitable prepositions.
(I) I bought this book __________ Rs. 100/-
(II) She was owned this house __________ birth.

12. Fill in blanks the correct tense of the bracketed verbs.
(III) the baby__________ (weep) because it is hungry.
(IV) I ________ to Jaipur recently. (Be)

13. Make questions for the following answers
   (II) ____________________________________?
       This building was built in 1990.
   (II) ____________________________________?
       India won the Toss.

14. (I) How do you teach a prose?

_________________________________________________________________________

_________________________________________________________________________
(II) How do you teach a poem?

15. Write the full form of C.L.T.?

16. Name the tools of testing English language.