

- Patron** : Secretary, Basic Education and State Project Director, Education for all Uttar Pradesh, Lucknow.
- Direction** : Sri Sarvendra Vikram Bahadur Singh, Director SCERT, U.P. Lucknow.
- Co-ordination** : Sri Rajendra Singh, Principal, ELTI, U.P., Allahabad.
- Writing** : Mohd. Irfan, Smt. Urmila Yadav, Smt. Shama Parveen, Smt. Sangeeta Yadav and Miss Vandani Singh.
- Computer Composing** : Sri L. B. Singh.

Editor's Note:

E.L.T.I. U.P. Allahabad has been publishing B.T.C. module 2014 containing topics on different aspects of English language teaching. During two years training there is a need to generate awareness on various aspects of teaching and learning English. The teaching of specialized area of English like poetry, prose or grammar needs not only the theoretical knowledge of the content of language but also proficiency in effective use and expression of language.

This module also makes a sincere attempt to teach grammar in a manner that concepts are comprehended without confusion and application of these concepts make easy. The approach followed throughout the Module is defined, explained (with the help of the pictures, diagrams and tables) and followed up with relevant and appropriate examples to help the learners at each level. They will be able to comprehend, remember and apply easily what they have grasped.

The topic dealing with composition and story helps the learners organize their thoughts logically and express them with clarity and in creative manner. It is a perfect combination of a textbook and workbook and a complete package itself.

I hope that this module will be very helpful for B.T.C. trainees/ teachers.

Nov. 2014

(Rajendra Singh)
Principal
E.L.T.I. U. P.
Allahabad.

Foreword

The English Language Teaching Institute all along has been making an incessant effort to bring a qualitative improvement in the learning and teaching situation of English, in the state of Uttar Pradesh. The present Endeavour is an effort in the same direction. I take it as my pleasure to acknowledge the sincere work and hard labour put in by the members of the staff of the English Language Teaching Institute, U. P. Allahabad, in bringing out the issue of the module.

This B.T.C. module will prove very useful in raising the standard of teaching English in the state and briefing the teachers on some very important aspects of Language teaching. It includes articles on subjects which need teacher's attention and which are to become essential components of any teacher training programme. The matter contained in the module will surely be useful for the trainee teachers.

I express my sincere thanks to Sri Rajendra Singh, principal of the institute who has taken pains to edit the work of the contributors and to get the module completed well in time. I am sure the teachers, teacher trainees and all those who have an interest in the field of English language teaching will find this issue informative enough to fulfill all their class room needs.

Nov. 2014

(Sarvendra Vikram Bahadur Singh)
Director
SCERT,U.P.Lucknow.

CONTENTS

S.No.	Particulars	Page No.
1.	Different Approaches and Methods of Teaching English	5-11
2.	Language Games	12-14
3.	Conversation	15
4.	Alphabate	16-26
5.	Articles (A,An,The)	27-28
6.	Numbers and Number Names	29-30
7.	Importance of Reading Skill	31-36
8.	Importance of Writing Skill	37-41
9.	Teaching of Poetry	42-43
10.	Grammer	44-45
11.	Pronunciation	46-49
12.	Content Specification- Viva Voce(Composition)	50-53
13.	Glossary	54
14.	Common Errors in English	55-57
15.	Importance and Charecteristics of Lesson Plan	58
16.	Lesson Plan of Prose	59-60
17.	Lesson Plan of Poetry	61-62
18.	Lesson Plan of Structure	63-64
19.	Lesson Plan of Composition	65-66
20.	Lesson plan based on Pedagogy.	67-68

Training Module For B.T.C. Trainees (Semester-2)

Theoretical Aspects

Different Approaches and Methods of Teaching English Approach, Method and Technique

In English Language Teaching, the key words are techniques, methods and approach. Edwin Anthony made a distinction among these three levels with specific reference to language learning. An approach is a set of assumption dealing with the nature of language and language learning. Approaches are axiomatic. A method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based on the selected approach. In other words, it is a specification of strategies for language learning. Within one approach there could be several methods. Methods are procedural.

A technique is that which happens within the classroom and is consistent with the method. It may be described as a particular trick or strategy used to accomplish an immediate objective for example: drills, pair work. Techniques are implementational.

The relationship among these three concepts may be stated as follows:

Techniques carry out a method which is consistent within an approach. While questions of approach are of concern to theorists, course designers and syllabus makers, methods and techniques are of more immediate relevance to teachers in the classroom.

Task 1

1. Fill in the following table on the basis of the information given above:

	Definition	Nature	Example
Approach		axiomatic	
Method			
Technique			drill

2. Look at the following descriptions of an English classroom and try to identify the technique, method and approach.

- The teacher explains the rules of passive voice. Then she asks the learners to transform ten sentences into the passive voice.
- The teacher divides the learners into pairs. She asks each learner to talk to his neighbour and find out five interesting things about him.

Methods in Language Teaching

The Grammar Translation Method

The Grammar – Translation Method is not new. It has had different names, but it has been used by language teachers for many years. Earlier in this century, this method was used for the purpose of helping students read and appreciate foreign language literature. It was also hoped that, through the study of the grammar of the target language, students would become more familiar with the

grammar of their native language and that this familiarity would help them speak and write their native language better. Finally, it was thought that foreign language learning would help students grow intellectually. It was recognized that students would probably never use the target language, but the mental exercise of learning it would be beneficial anyway.

In Grammar translation Method the primary skills to be developed are reading and writing. Little attention is given to speaking and listening, and almost none to pronunciation. The teacher is the authority in the classroom. It is very important that students get the correct answer. It is possible to find native language equivalents for all target language words. Learning is facilitated through attention to similarities between the target language and the native language. It is important for students to learn about the form of the target language. Deductive application of an explicit grammar rule is a useful pedagogical technique. Language learning provides good mental exercise. Students should be conscious of the grammatical rules of the target language. Whenever possible, verb conjugations and other grammatical paradigms should be committed to memory.

The Direct Method

The Direct Method is not new. Its principles have been applied by language teachers for many years. Most recently, it was revived as a method when the goal of instruction became learning how to use a foreign language to communicate. Since the Grammar – Translation Method was not very effective in preparing students to use the target language communicatively, the Direct Method became popular.

The Direct Method has one very basic rule. No translation is allowed. In fact, the Direct Method receives its name from the fact that meaning is to be connected directly with the target language, without going through the process of the beginning of language instruction; however, the reading skill will be developed through practice with speaking. Language is primarily speech. Culture consists of more than the fine arts (e.g., in this lesson we observed the students studying geography and cultural values). Objects (e.g., realia or pictures) present in the immediate classroom environment should be used to help students understand the meaning. The native language should not be used in the classroom. The teacher should demonstrate, not explain or translate. It is desirable that students make a direct association between the target language and meaning. Students should learn to think in the target language as soon as possible. Vocabulary is acquired more naturally if students use in full sentences, rather than memorizing word lists. The purpose of language learning is communication (therefore students need to learn how to ask questions as well as answer them). Pronunciation should be worked on right from the beginning of language instruction. Self-correction facilitates language learning. Lessons should contain some conversational activity-some opportunity for students to use language in real contexts. Students should be encouraged to speak as much as possible. Grammar should be taught inductively. There may never be an explicit grammar rule given. Writing is an important skill, to be developed from the beginning of language

instruction. The syllabus is based on situations or topics, not usually on linguistic structures. Learning another language also involves learning how speakers of the language live.

The Structural Approach

The Structural Approach, which consists of selecting and grading the structures of a language rather than the words. Of course, words are also selected and graded, but the main emphasis is put on teaching the students a command of the structures. Once they know these frames or patterns, they can fit words into them easily. For instance, once they know the pattern If... had been... ing,... would have (done), they can easily learn words to put into the blanks and brackets; but if they only know lists of words, they cannot possibly speak, understand, read or write a sentence. Strictly speaking, the Structural Approach should deal not only with sentence pattern (syntactical structures), but also with such things as the sound patterns of a language (phonological structures), the patterns of words (how they are built up from smaller pieces, or morphological structures), different meanings of words and patterns, and idioms. All these should be selected and graded.

The structural Approach is not a method of teaching: it is an approach. Any method can be used with it. Once the structures have been selected and graded it would be possible to teach them by grammar and translation method or by the Direct Method, or by any other method one could think of.

Uses and Limitations of the Structural Approach

Now that we know what the Structural Approach is and also what it is not, we can examine it to see how far it fits into our aims and means. The mere selection and grading of structures will not solve the problems we have. It will help us to prepare materials for the teacher, because it will help us to take one thing at a time, to have the easier things before the more difficult ones, and to have those which can serve as a good basis for teaching other things, coming before the latter. It will also make it much easier for us to keep track of what we have taught at any given point so that we can know.

- (i) What we can expect the pupils to have no difficulty with and
- (ii) What we should revise.

But the structural approach will not provide the teacher with advice on how to present each new teaching point, nor with drills for consolidating it nor with reading material, nor with material for written exercise. All this has to be prepared, in great detail, if we are to provide the average teacher with what he desperately needs if he is to break the vicious circle. And we must never forget that it is the pupil that should be the centre of our interest, not the material. If an order of grading the structures is excellent in theory, but does not work in practice, because the material which one can write on the basis of it is nonsensical, or terribly boring or psychologically unsuited to pupils of the target level, we have to change it.

The Situational Approach

The Structural Approach is often combined with the Situational Approach, which means that everything that is taught should be taught in a situation or context that links the words with the thing they refer to. If you want to teach 'This is a book', you should actually take a book and demonstrate to the pupils what you are talking about. The utterance, 'This is a book' should grow out of the situation of having a book and wanting to tell the pupils what its name is in English. The meanings of words and of structures are only the situations in which they can be used.

Without the situational approach, teachers are liable to fall into the mistake of thinking that there is some advantage in drilling words and structures without reference to meaning, which means without putting them in any context. Even drill can be made interesting if they are always made to arise out of a situation. Instead of getting one pupil after another to repeat 'John is not in the garden', when there is nobody called John in the class and there is not a garden in sight, you could have a meaningful drill by writing up the names of the pupils who are absent on the blackboard, and then mentioning names of pupils one by one and getting one pupil at a time to respond with the correct form: e.g. Ram is in this room, Sita is in this room, Ashok isn't in this room, etc.

The Oral Approach

It happens that the Structural Approach grew up at a time when the Oral Approach was popular, so it is usually linked with that. The Oral Approach is based on the belief that the easiest way to learn a language, even if ultimately you want only to be able to read it, is to start orally-the teacher presenting all new material orally, with the students only listening, and then the students using it themselves in speech, before reading or writing of the material is attempted.

The Drill Method

Besides the Oral Approach, the Structural Approach is usually linked with the Drill Method. Followers of the Drill Method believe that we learn a thing by hearing it, speaking it, reading it and/or writing it many items. A thing cannot usually stick in our heads if we hear, speak, see or write it only once: only repetition can ensure retention. Until the thing to be learnt is so well known that we can instantaneously recall it when we need it, it is not really known.

In the case of weak, unimaginative teachers, this sometimes degenerates into mechanical repetition of what they want their students to learn: This is a book, This is a book, This is a book, etc. but such drill is both extremely boring and inefficient because the brain just ceases to register after a time: the words roll mechanically out of the pupils' minds without any real impression on the brain. Furthermore, the words cease to be associated with any meaning, or any situation in the students' minds.

Bilingual approach

This method was invented by Pro. C J Dodson of Wales. It is a midway approach between the grammar translation method and the direct method. This method believes that while learning the mother tongue, the child has already

established the concept of so many objects and things in his mind. It is there fore unless repeating these concept again while teaching a foreign language if he knows the concept of a word in his mother tongue we should give him the mother tongue equallent of a word of foreign language the word bilingual is generally used to refer to the knowledge of two languages by the same indivisual. This method teaches us a foreign language with the help child's native language.

Chief characterstics

1. Mother tongue equallent of English wods are told to the class.
2. The word by word translation is not done by the teacher . Translation is used only when rhe meaning of a particular word is difficult to explain through direct method. English passegas are explain inEnglish andnot in the student's mother tongue
3. The mother tongue is used only at the initial stage. This practice is dropped as soon as students develop sufficient vocabulary. of foreign language.
4. Ruls of grammar are not taught saperatelyAs is done in Grammar Translation Method.
5. Sentences is a unit of teaching.

Dr.West's new method-

Dr. Michael West during his long stay in India an association with Indian Education, studied carefully the problem of teaching in India. After a considerable thinking he came to the conclusion that by far the greater number of Indian s required only a passive knowledge of English. Indian children need most to be able to read English then to write it and lastly to speak it and understand it when spoken. Therefoere the main purpose of Indian child according to Dr. West should be purposeful silent reading not oral reading. He also suggested that for the first two years Indian pupil should be engaged in learning to tead English because

1. Learning to read English is rather easy.
2. Teaching of reading English is also easy.
3. Reading creates joy and interest among children.
4. The major emphasis of teaching of speech that was laid in the direct method, considered useless by Dr. West. He wanted to lessen it and to lay it on the reading aspect. The new method is based on 1st priority of reading . 2nd separate provision for reader with controlled vacabulary. 3rd a judicious use of mother tongue.

Objectives

1. By teaching to read English the children may be able to understand not only English people but also the people of other countries, their customs,tradition etc. They may be able to collect information in connection with future vocation by reading English books on science, technology, medicine etc.
2. Since most of the Indian children will not be required to go to England and to speak English, nor will they need to write English in their

practical life, they should be able only to have a practical passive knowledge of English that is reading with comprehension.

In order to develop the reading ability of English adequate provision for reading material needs to be made with controlled vocabulary.

The Audio-Lingual Method-

The Audio-Lingual Method, like Direct Method has a goal very different from that of the Grammar Translation Method. The Audio-Lingual Method was developed in the United States during World War II. At that time there was a need for people to learn foreign languages rapidly for military purposes. The Grammar Translation Method did not prepare people to use the target language. While communication in the target language was the goal of the Direct Method, there were at the time exciting new ideas about language and learning emanating from the disciplines of descriptive linguistics and behavioural psychology. These ideas led to the development of the Audio-Lingual Method. Some of the principles are similar to those of the Direct Method, but many are different, having been based upon conceptions of language and learning from these two disciplines.

In the Audio-Lingual Method language forms do not occur by themselves; they occur most naturally within a context. The native language and the target language have separate linguistic systems. They should be kept apart so that the students' native language interferes as little as possible with the students' attempts to acquire the target language. One of the language teacher's major roles is that of model of the target language. Teachers should provide students with a native-speaker-like model. By listening to how it is supposed to sound, students should be able to mimic the model. Language learning is a process of habit formation. The more often something is repeated, the stronger the habit and the greater the learning. It is important to prevent learners from making errors. Errors lead to the formation of bad habits. When errors do occur, they should be immediately corrected by the teacher. The purpose of language learning is to learn how to use the language to communicate. Particular parts of speech occupy particular "slots" in sentences. In order to create new sentences, students must learn which part of speech occupies which slot. Positive reinforcement helps the students to develop correct habits. Students should learn to respond to both verbal and non-verbal stimuli. Each language has a finite number of patterns. Pattern practice helps students to form habits which enable the students to use the patterns. Students should be like an orchestra leader conducting, guiding, and controlling the students' behavior in the target language. The major objective of language teaching should be for students to acquire the structural patterns; students will learn vocabulary afterwards.

The learning of a foreign language should be the same as the acquisition of the native language. We do not need to memorize rules in order to use our native language. The rules necessary to use the target language will be figured out or induced from examples. The major challenge of foreign language teaching is getting students to overcome the habits of their native language. A comparison between the native and target language will tell the teacher in what areas her

students-will probably experience difficulty. Speech is more basic to language than the written form. The "natural order" the order children follow when learning their native language – of skill acquisition is: listening, speaking, reading, and writing. Language cannot be separated from culture. Culture is not only literature and the arts, but also the everyday behavior of the people who use the target language. One of the teacher's responsibilities is to present information about that culture.

Language Games

Looking at the importance, richness and the usefulness of English Language, it is necessary to make teaching/learning process enjoyable, interesting and easy. In language learning enjoyment and success go together. That's why a great emphasis is on the teacher to create a more informal atmosphere and enjoyment as a positive factor in overcoming anxiety.

Language games are an admirable way to practice language because they place language in a social context. The child is encouraged to use all his linguistic knowledge/capacity actively.

Language games performed in groups or team activity create rivalry and co-operation hand in hand. There is hardly any difference between work and play. There is a pleasant, informal and often relaxed atmosphere.

Through games a language is learnt by using it in situations and communicatively. Isolated sounds, words, phrases and sentences, however, governed with rules do not carry language learning far, although it is helpful upto a point. Through games, students consolidate and supplement the Language they have learnt in an informal manner. The boredom of ordinary repetitive devices are removed through participation of the students/children in a high competitive spirit. In games, language material is presented with more dynamic stimulation. Games bring the teacher and the learner into more agreeable and intimate relationship which helps to make the process of learning/teaching more easy.

Organization of games in the classroom

As the success of the game depends on its organization, the teacher has to be very careful while organizing games in the classroom. He has to be careful about:-

- the division of teams or groups
- a fresh or new division as far as possible should be made.
- the groups should be evenly matched in abilities and numbers.
- games must be very well explained beforehand in the class.
- if necessary Mother Tongue may be used.
- one or two examples must be given by the teacher.
- the teacher must take part as a leader.
- teacher's own participation can bring better result.
- games should be within the linguistic capacity of the child.
- scoring is also necessary to arise real team spirit.
- the teacher can name the teams also.

Any effort that makes the learning go with an extra swing is worthwhile. It is essential, however, that the language game lessons should be well prepared and pleasantly and brightly conducted so that the learners actively use the language most of the time.

A few games as examples are given below but the teacher should always be imaginative and in search of new games. Some games like recognition games, word building games. Chain spelling, word ladder, etc. Reading and writing development games.

Recognition Games

Divide the class in two teams. Place a large tray of objects/flashcards with pictures on them in front of the class.

Then the teacher asks in turn each member of the alternative team to name the object or pictures of objects on the flash cards. As such one is named correctly e.g. ball, it should be written on the blackboard. No object should be repeated. As the learner's linguistic capacity increases, detailed description may be demanded. example:- ball, a ball, a red ball, a small ball, an old ball, smaller than a tennis ball. The team which names more number of object wins.

Word building/Word Ladder/Chain Spelling

The words used in this game may be limited to a category such as verbs, nouns, adjectives, prepositions and words of similar sounds. One player begins by spelling or writing a word in the category decided upon. The next player must spell or write a word in the same category, but beginning with the last letter of the word spelt/written e.g. laugh, hate employ, yawn, and so on. Any player beginning with the wrong letter, mis-spell his words or giving a word out-side the category is dropped from the game.

e.g. at - cat, rat, mat, bat, hat
in - pin, bin, tin, sin
en - pen, ten, hen, zen
all - ball, tall, call, hall
est - rest, test, nest, best, west, chest
op - stop, hop, top, shop
sure - pleasure, measure, treasure
ear - near, bear, wear, tear, clear, fear, year
are - care, hare, dare, bare
ost - host, most, lost, cost, post

Word ladder

Adjective	Verb
small	jump
long	push
gentle	hope
eagerness	pluck
short	kick
tall	kill
lovely	laugh
yellow	hide
wonderful	enter

II-Directions:

Something small like book, pen, rubber, duster etc. is hidden in a fairly inconspicuous place. One child has been outside the room and when he appears at the door he should be instructed by the others, it may be oral and in written-walk six steps forward – Turn to the left – now again walk two steps forward – Go up to Preeti's desk Turn to the right- Look under the desk. The article should be found after about six or

seven instructions have been given. This game is not for the beginners, but for those who have some linguistic resources to draw on.

III- Twenty Question Game:

This game can be played at any level beginning from VIII, in groups or teams it helps in giving practice in framing Yes/No, questions. A child will think of some living or non-living thing. The member of both the teams will ask questions to guess the thing. Ten Yes/No questions can be asked by each team one by one. Wrongly framed questions would not be accepted. Questions should not be repeated. The team which finally guesses correctly wins the game. eg.

Blackboard?

Team 'A'	Ans.	Team 'B'	Ans.
1. Is it a living thing?	No	1. Is it made of plastic?	No
2. Is it made of steel?	No	2. Is it made of wood?	Yes
3. Is it in our classroom?	Yes	3. Is it a door?	No
4. Is it a window?	No	4. Is it a table?	No
5. Is it an Almira?	No	5. Is it a duster?	No
6. Is it a chair?	No	6. Is it a blackboard?	Yes

Team 'B' wins

Sachin Tendulkar.....?

Team 'A'	Ans.	Team 'B'	Ans.
1. Is it a non living thing?	No	1. Is it an animal?	No
2. Is it a bird?	No	2. Is it a human being?	Yes
3. Is it a female?	No	3. Is it a male?	Yes
4. Is he a politician?	No	4. Is he an actor?	No
5. Is he a singer?	No	5. Is he in the classroom?	No
6. Is he a teacher?	No	6. Is he a player?	Yes
7. Is he a tennis player?	No	7. Is he a cricket player?	Yes
8. Is he a bowler?	No	8. Is he a batsman?	Yes
9. Is he Rahul Dravid?	No	9. Is he Dhoni?	No
10. Is he Sachin Tendulkar?	Yes		

Convarsation

"Conversation is a dialogue between two persons"

It is very important way to know each/ one another and convey our ideas and thoughts with the help of words.It develops our language learning skills. It helps in creating a proper atmosphere for better understanding of person, place or things.

Some general greetings

Teaching method-

Activity-1

- To prepare a chart, write some sentences and read loudly before the children.
For eg -
- How are you? I am fine, thank you, how are you?
- What is your name? My name is Rohit.
- Note- Prepare more conversational sentences and read it again and again before children.

Activity-2

- Teacher will call two children with English text books. Instruct them to give their books to each other respectively. After receiving books they will say "Thank you."
- Teacher should explain that we should say thank you when someone gives us something .

Let us know one another.

Teacher : Good morning children.

Children : Good morning , madam.

Teacher : Children, I am Seema. I am your teacher. What is your name?

A child : I am Arun.

Teacher : Arun, where do you live?

Arun : I live in RamBagh.

Teacher : Tanu, where do you live?

Tanu : I live in Lalpur.

Teacher : What is your father's name?

Tanu : Madam, My father's name is Sri Ram kumar.

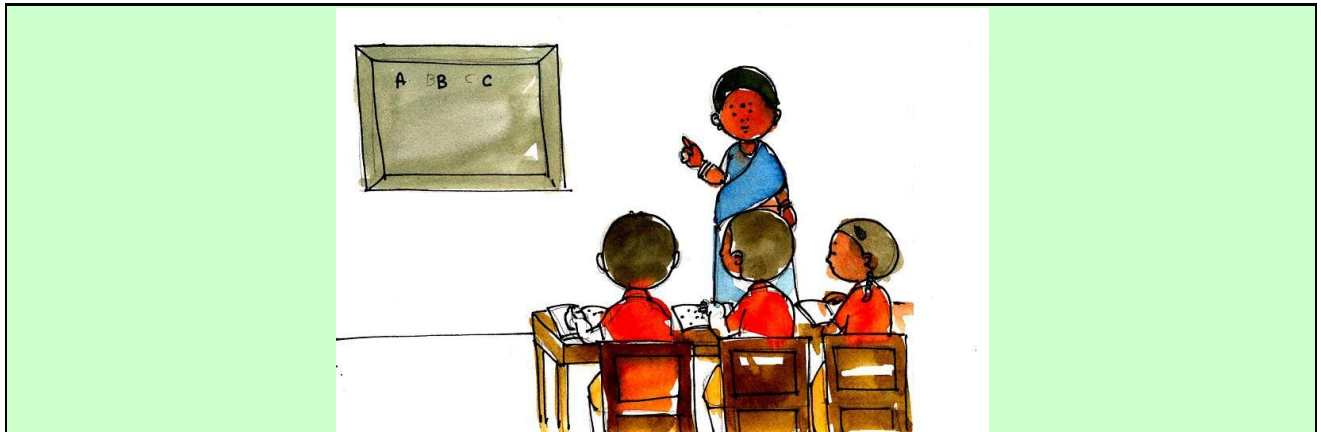
Teacher : What is your father?

Tanu : Madam, my father is a farmer.

Note - In the same way teacher /Trainer should make conversation about the acquainted things/ elements with the students.

Alphabet

Let's Learn Alphabet



Listen and repeat:

Let us sing and learn A B C.....

Teacher: Come little children come to me,
 I will teach you A B C
 A B C D E F G
 H I J K L M N O P
 L M N O P Q R S T
 U V W X Y Z

Teacher make students practice by singing.

There are 26 letters in the English alphabet. We can write them as-
 Capital and small letters.

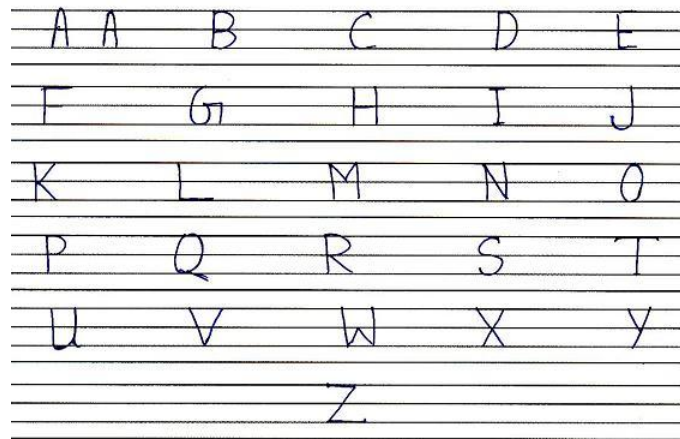
(Capital and Small Letters)

A	a	B	b	C	c	D	d	E	e	F	f	G	g
H	h	I	i	J	j	K	k	L	l	M	m	N	n
O	o	P	p	Q	q	R	r	S	s	T	t	U	u
	v	W	w	X	x	Y	y	Z	z				

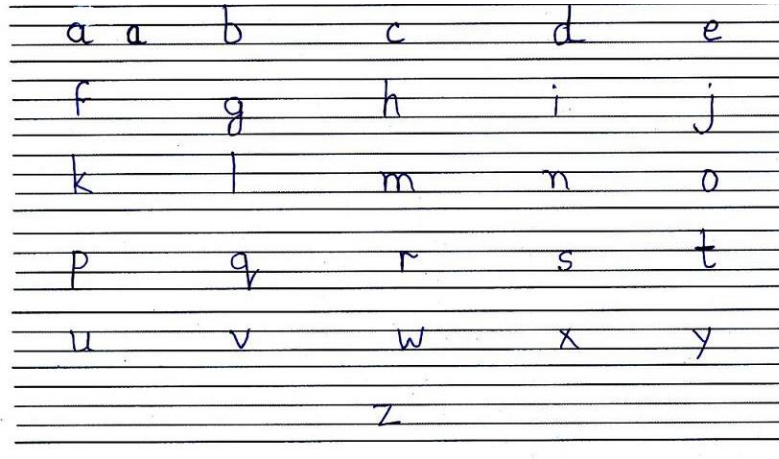
Exercise

Write the letters in the given space:

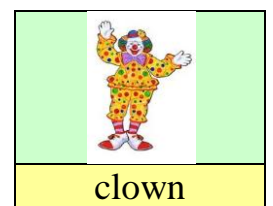
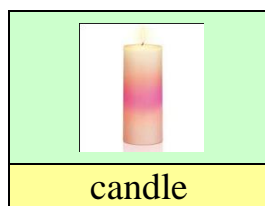
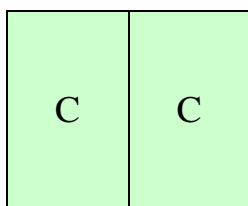
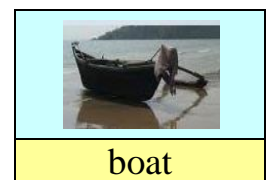
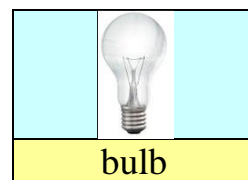
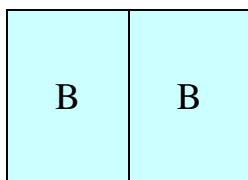
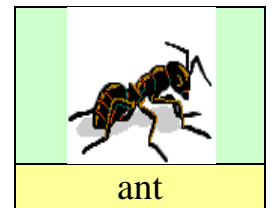
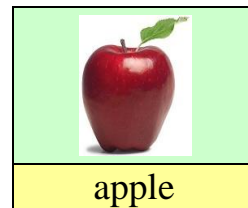
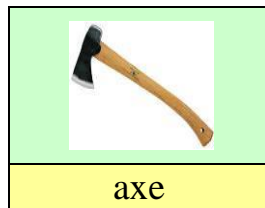
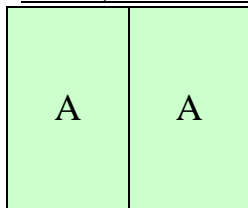
Capital Letters



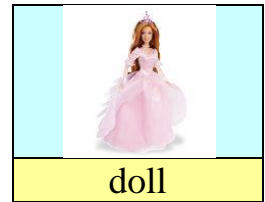
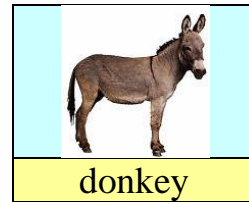
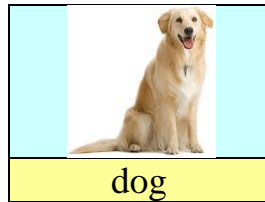
Small Letters



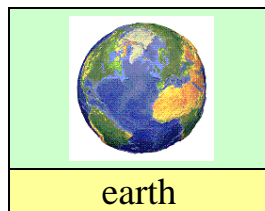
Look, read and learn



D D



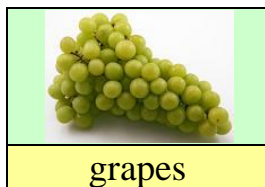
E e



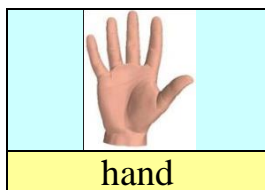
F f



G g



H h



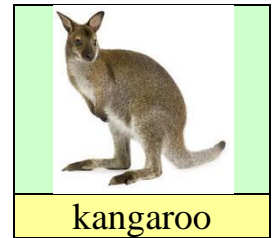
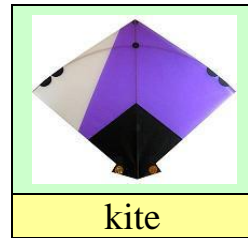
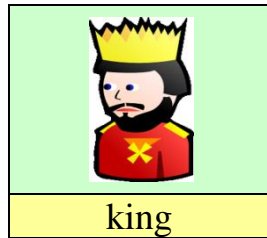
I i



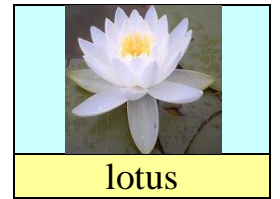
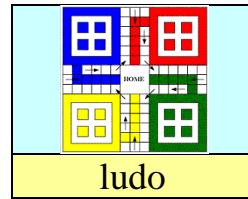
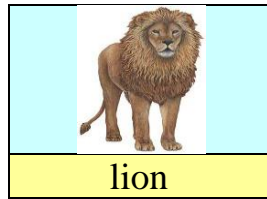
J j



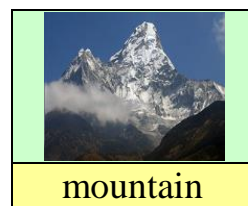
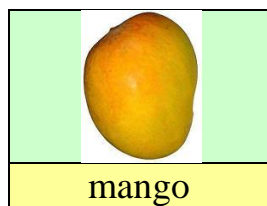
K k



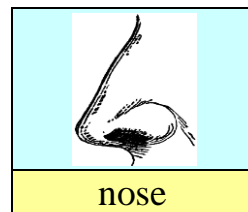
L l



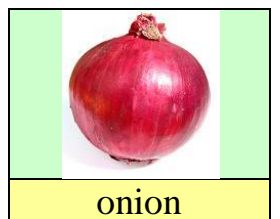
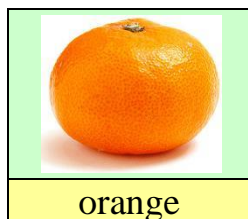
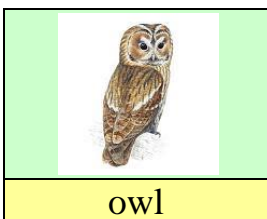
M m



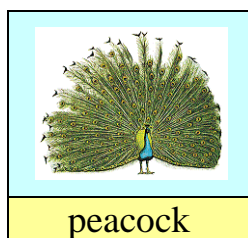
N n



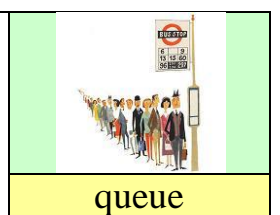
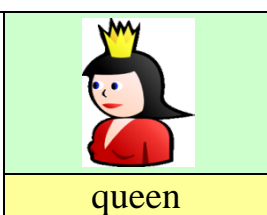
O o



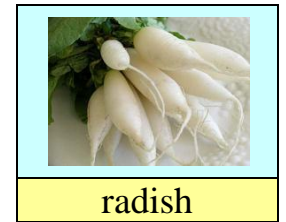
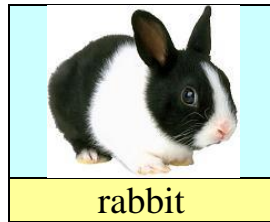
P p



Q q



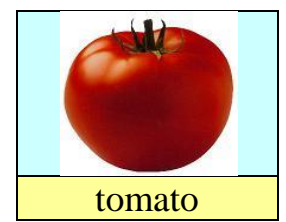
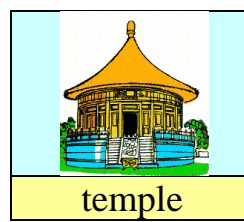
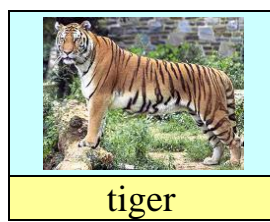
R r



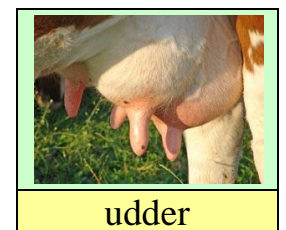
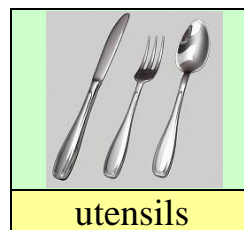
S s



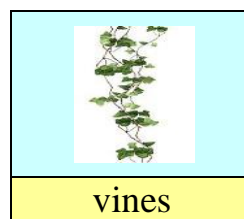
T t



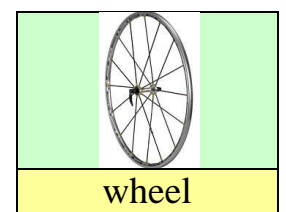
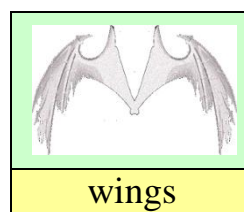
U u



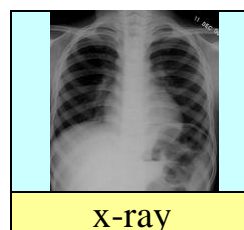
V v



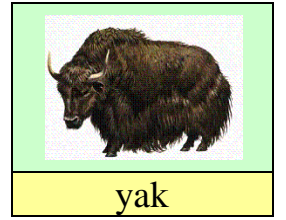
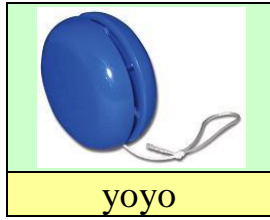
W w



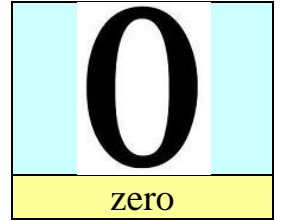
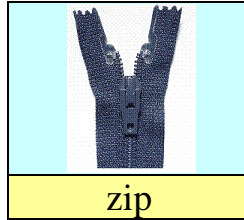
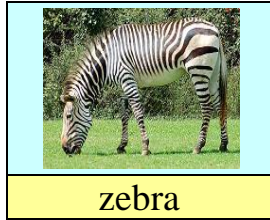
X x



Y	y
---	---



Z	z
---	---



Exercises

Write the missing letters in the given blocks:

a	----	c	----	e	----
g	----	i	----	k	----
m	----	o	----	q	----
s	----	u	----	w	----
		y	z		

Match the capital letters with their small letters:

A	i
D	g
G	d
H	a
I	h

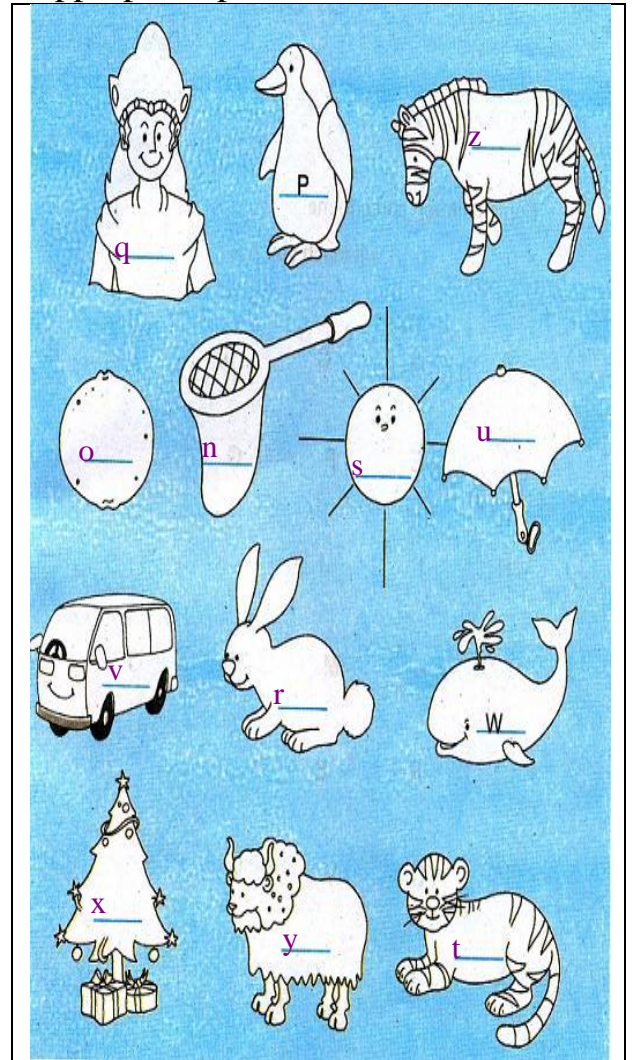
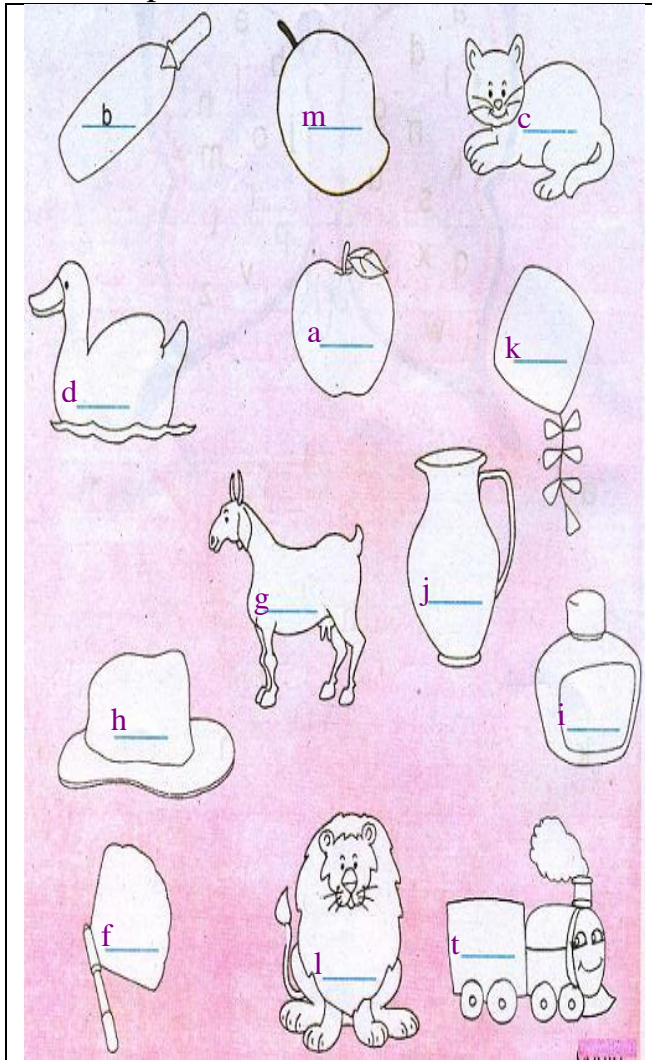
Choose the correct word from the bracket and write it in the blank:

- (2) A for _____ (hat, apple, dog)
- (3) B for _____ (bus, horse, mug)
- (4) C for _____ (girl, boy, cat)
- (5) D for _____ (doll, net, mango)
- (6) E for _____ (egg, cow, donkey)
- (7) F for _____ (orange, fish, banyan)
- (8) G for _____ (sun, gun, potato)
- (9) H for _____ (hut, tomato, parrot)
- (10) I for _____ (tiger, ice-cream, zebra)
- (11) J for _____ (ring, cup, jug)
- (12) K for _____ (grapes, kite, cow)
- (13) L for _____ (lion, camel, hand)
- (14) M for _____ (peas, monkey, mouse)
- (15) N for _____ (nest, pigeon, ball)
- (16) O for _____ (onion, radish, pumpkin)
- (17) P for _____ (bat, socks, peacock)
- (18) Q for _____ (grass, tree, queen)
- (19) R for _____ (star, rabbit, moon)
- (20) S for _____ (sheep, car, kite)
- (21) T for _____ (orange, apple, tree)
- (22) U for _____ (umbrella, tray, glass)
- (23) V for _____ (egg, van, goat)
- (24) W for _____ (bag, light, water)
- (25) X for _____ (x-mas tree, skirt, coat)
- (26) Y for _____ (car, bus, yellow)
- (27) Z for _____ (shoes, zoo, socks)

Rearrange the jumbled up letters in the correct alphabetical order-

(1) n p o l m	_____
(2) v y w u x	_____
(3) q r u v s	_____

Look, repeat and write the correct word in the appropriate picture:



Vowels and Consonants

Look carefully and see the difference.

There are two coloured blocks. One is for the consonants and the other is for the vowels-

a	b	c	d	e	f	g
h	i	j	k	l	m	n
o	p	q	r	s	t	u
v	w	x	y	z		

Vowels – a, e, i, o, u

Consonants – b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z

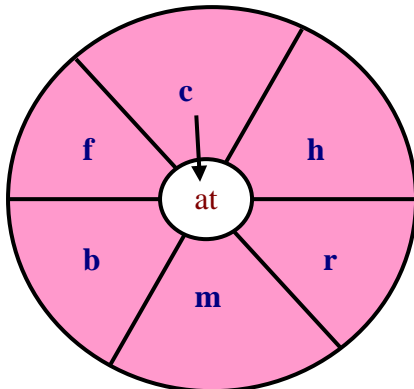
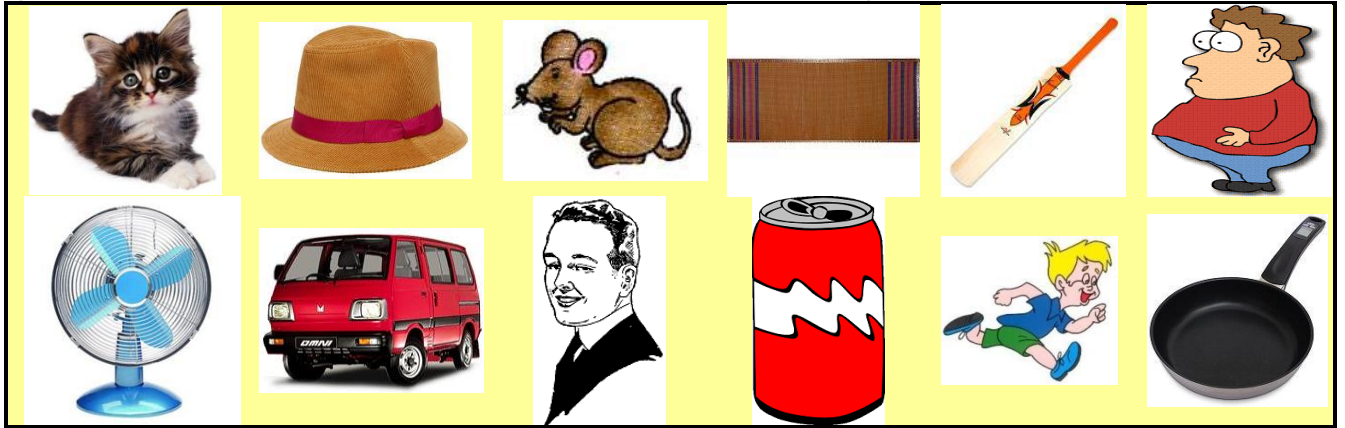
Exercises

(1) Circle the vowels in the given words.

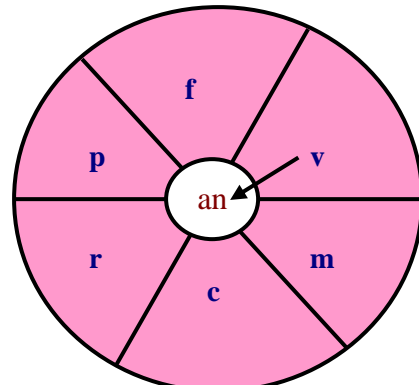
- a) Crop
- b) health
- c) covered
- d) destroy
- e) garbage
- f) helpful

Sounds

Look at the pictures and make a word by using one letter from one wing and join with the word in the middle. One has been done for you -

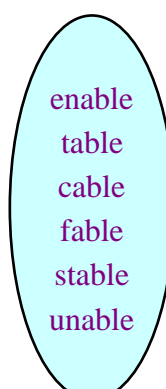
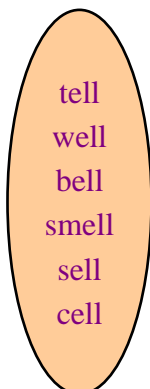


Example - Cat



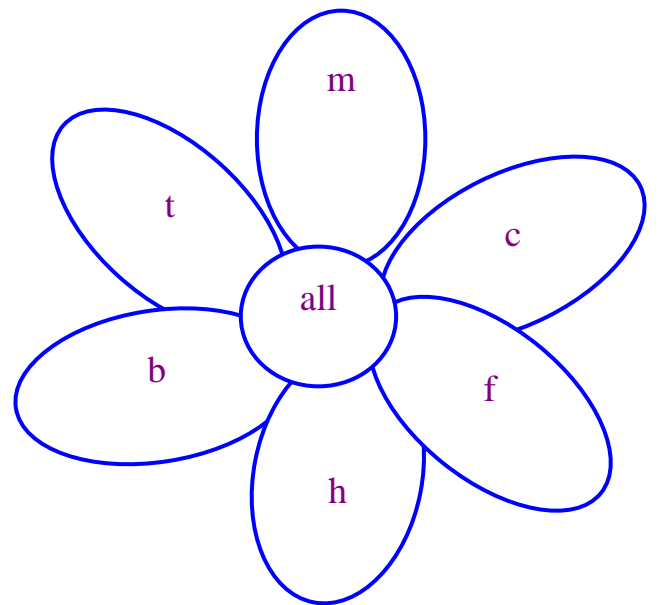
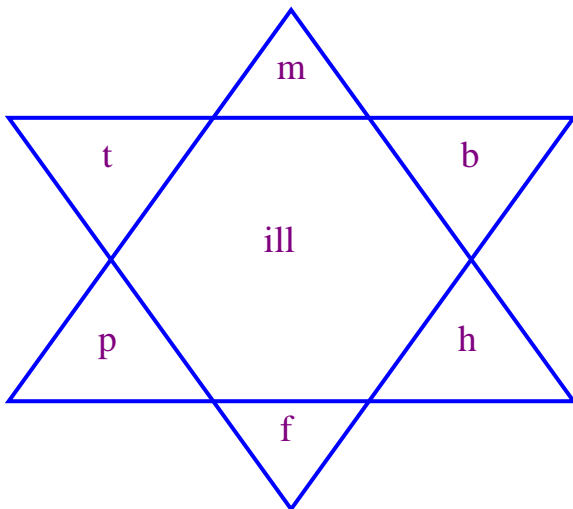
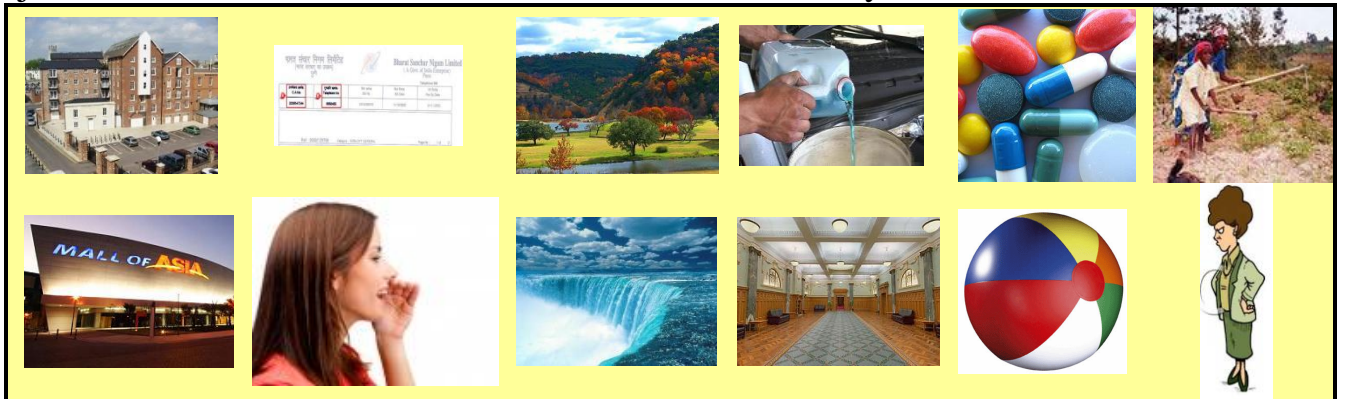
Example - Van

Look, read & learn:



Exercises

Look at the pictures and make a word by using one letter from one wing and join with the word in the middle. One has been done for you -



1. Example -mill

2. Example -mall

Fill in the blanks to form a word

- | | |
|--------------|-----------------|
| (i) c _ ll | (ii) mal _ |
| (iii) te _ _ | (iv) _ all |
| (v) mi _ l | (vi) f _ bl _ |
| (vii) _ il _ | (viii) la _ _ l |

Learn to make cursive letters:

Aa Bb Cc Dd Ee

Ff Gg Hh Ii Jj

Kk Ll Mm Nn Oo

Pp Qq Rr Ss Tt

Uu Vv Ww Xx Yy

Zz

Articles-A/An/The

Remember

A = Article 'a' is used before consonant sounds of countable noun.

An = Article 'an' is used before vowel sounds of countable noun.

Listen, speak and read-



a boy



a hen



a purse



an aeroplane



a horse



a girl



a ring



an umbrella



an owl



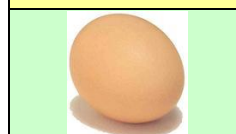
an apple



a book



a bat



an egg



a jug



an orange



a pen



a kite



a hut



an ink-pot



a cow

Exercises

Learn to say these words with a/an;

___ bat
___ cat
___ rat

___ car
___ ink-pot
___ apple
___ orange



___ hen
___ pen
___ den

___ ox
___ box
___ fox



___ bee
___ key
___ pea
___ tree


___ cow
___ owl
___ ant


Add a/an to the words given below and write them in the space given-


	apple
an	apple
an	apple
	horse


	kite
a	kite
a	kite
	ink-pot


	box
	orange


	house

	dog

	ox

	owl

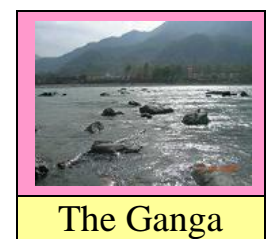
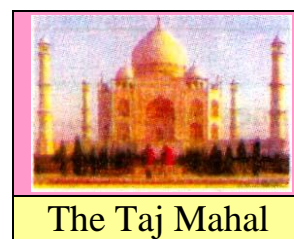
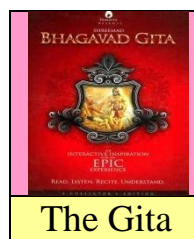
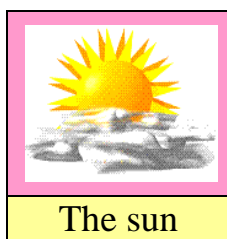
	flag

	elephant

'The'

Remember

The is definite article. it is used to refer a particular person, place or thing and unique things,
as- Sun, Moon etc. and holy books, historical places and historical buildings.



Exercises

Learn to say these words with a/an/the:

___ zoo
___ moon
___ river

___ bus
___ sun
___ sky

___ star
___ calf
___ Ganga


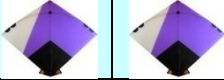







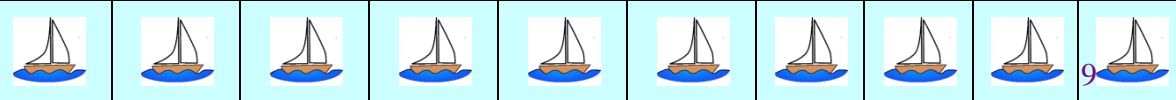
___ cow
___ owl
___ egg

Fill in the blanks with the suitable articles; 'a', 'an' or 'the'

There was a parrot. One day ___ parrot was flying high. It was flying through ___ jungle. He saw ___ mango tree. ___ parrot loved mangoes. Suddenly ___ parrot saw ___ owl. ___ owl was sitting on a branch. ___ parrot went near the owl and they both ate the mangoes.

Numbers And Number Names



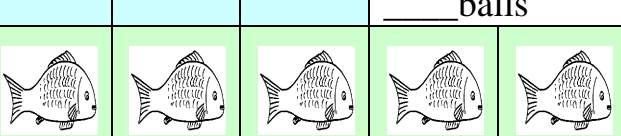
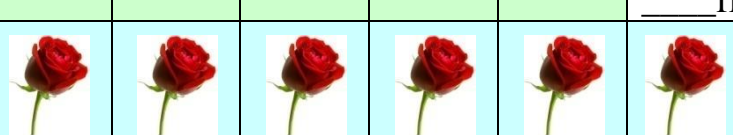


Count and say:

	1	One bird
	2	Two kites
	3	Three trees
	4	Four books
	5	Five sickles
	6	Six flags
	7	Seven chairs
	8	Eight tops
	9	Nine arrows
	10	Ten boats

Note- In the same way the teacher will teach other numbers (11 to 100)

Exercises

Count and Write –

	_____ 4 _____ stars
	_____ balls
	_____ fish
	_____ roses
	_____ mangoes
	_____ glasses

Count and repeat-

[The teacher will present this on a chart or blackboard] –

i	1	One
ii	2	Two
iii	3	Three
iiii	4	Four
iiiii	5	Five
iiiiii	6	Six
iiiiiii	7	Seven
iiiiiiii	8	Eight
iiiiiiiiii	9	Nine
iiiiiiiiiii	10	Ten

Fill in the blanks to complete the words-

O _ e T _ r _ e Fi _ e S _ v _ n Ni _ e
Tw _ F _ _ r Si _ Ei _ _ t T _ _ n.

Listen and enjoy this poem:

One little
kitten.



Two big cats.

Three baby
butterflies.



Four big rats.



Five fat fish.

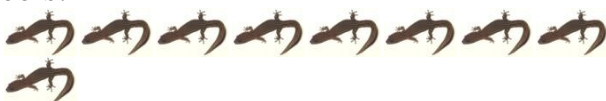
Six sad
seals.



Seven silly seagulls.



Eight happy
eels.



Nine nervous lizards.

Ten brave
bees.



Memorise the poem.

Importance of Reading Skill

Teaching and learning of English language aim at making English language a library language, and this directly involves reading skills. By achieving mastery over reading skills of English language we will be able to get the latest and most advanced knowledge of every field and it also:-

- ▶ helps the learners to widen the horizon of their knowledge and understanding.
- ▶ gives them a rapid sense of achievement and less regress programming for the productive activities like writing skills.
- ▶ gives more variety to their experience.
- ▶ uses as source of feedback.
- ▶ helps the learner to acquire speed which he would needs in future.

What do we mean by ability to read-

Reading ability means reading with understanding. and speed. Helping the students to read in sense group-

- ▶ deducing meaning in sense groups and in isolation.
- ▶ combining sense groups in meaningful units.
- ▶ guessing the meaning of unfamiliar words.
- ▶ making prediction regarding the meaning of the text as a whole and also of isolated words and sentences.
- ▶ understanding the text organisation by locating places, identifying main ideas, facts, events, figures and characters.
- ▶ dealing with most relevant ideas and unfamiliar words.
- ▶ ignoring unnecessary language items and ideas.

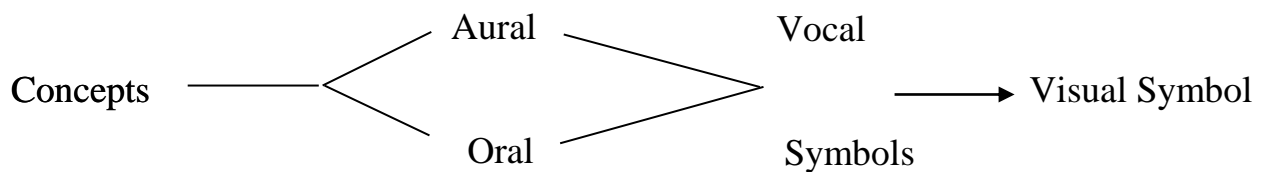
Overall reading with understanding involves recognizing, memorizing, recalling and organizing.

What is natural process of reading?

The principle of the second language approach for developing reading skills are:-

- ▶ In the beginning the same matter should be given to read which has been practiced orally.
- ▶ The units of subject matter, should be in sequence.
- ▶ There must be progressive system.
- ▶ Known to unknown.
- ▶ Simple to complex.
- ▶ Whole to part.
- ▶ Easy to difficult.
- ▶ Familiar to unfamiliar.
- ▶ Frequent before less frequent.
- ▶ Subject matter should be presented in meaningful situations and in small units.
- ▶ Content should appeal the child to develop interest.
- ▶ Children should enjoy what they read.
- ▶ Interest should be kept high.
- ▶ Motivation is very important with adequate drill and exercises.

- ▶ Teacher should move gradually from one step to another.



- ▶ The shortcoming in oral methods or speech should be checked in written form.
- ▶ Interference of mother tongue should be checked.
- ▶ Traditionally first letters are learnt but more realistic and effective approach is to learn the language and then present it by visual symbols.
- ▶ After giving enough of practice and exposure, some structure and vocabulary item, as reading, activity should be started. Reading should always, proceed after listening and speaking.

Someone at comprehension can read accurately and efficiently so as to get maximum information with minimum of misunderstanding. Some are poor in comprehension even in their mother tongue as well, reason for failure in comprehension are connected with defective reading habits .

Some fail to see the words, even though they read slowly and carefully paying attention.

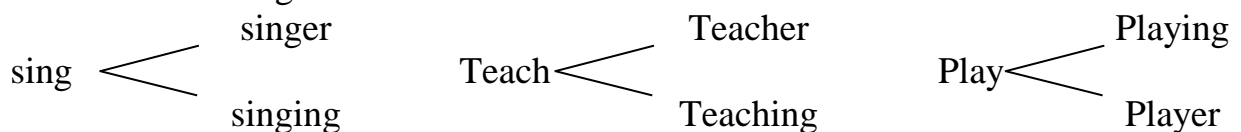
How to begin reading/Pre-reading-

Our first lesson in reading should be exactly the same as it is in oral.

1. Word recognition stage (picture dictionary is useful)



2. Word building-



3. Similar sounding words-

at - cat, rat, mat, fat
 ear - year, tear, bear, clear
 in - pin, bin, sin, chin
 et - set, wet, pet, get, net
 op - shop, hop, top, stop

4. Order Cards – Total Physical response (T.P.R.)

Sit down Go there Open the door
 Stand up Come here Open your books

5. Inconsistently spell method – Look and Say.

a-p-p-l-e = apple
 e-g-g = egg
 u-m-b-r-e-l-l-a = umbrella

6. Building up sentences by rearranging the words in a meaningful sentence.

Book table the on is the.

The book is on the table.

Into the jumped the river dog.

The dog jumped into the river.

7. Yes/No questions. Showing the pictures teacher will ask the following questions.

Is this a cat? Is this a girl?

Yes, this is a cat. No, this is a boy.

8. The picture method or the story method.

This is Rani.

She is a student.

That is her cat.

Her frock is red.

That is her house.

Her bicycle is there.

Her dog is here.

9. Wh, True and False, Multiple choice questions.

How does a good reader read?

What are undesirable things which should be avoided for making our students a good reader.

- ▶ learners should not read aloud to solve they should not make visible articulatory movements while reading silently.
- ▶ there should be no head waving.
- ▶ they should not be tongue wobbler.
- ▶ they should not be sub vocalizer (whisper)
- ▶ they should not look at each word separately.
- ▶ the eye doesn't take much of a pause to make the recognition.

How to make a speedy reader-

1. A beginner is compel, to read almost every letter, to be sure of its shape. It is the teacher's work to make this stage as short as possible. The learner should not look letters separately and not even words one by one.

- ▶ A good reader moves quickly making long gaps and very short holds. He must be trained to look in groups.
- ▶ Good reader does not follow the print with his finger. It is a wrong habit. In this beginning he can be given a pencil instead of the finger and finally it should be totally removed.
- ▶ Good reader doesnt look back frequently.
- ▶ He should not always read at the same speed. i.e. more slowly at the beginning of the story because he hasnt got into yet.
- ▶ He may go faster through the parts where all the matter is known to him and where he doesnt have to make the detailed of the passage.

Reading Retardation-

The reasons responsible for reading retardation are:-

- ▶ lack of practice

- ▶ lack of proper guidance
- ▶ lack of good teachers
- ▶ miss implementation of methods
- ▶ reading skills are avoided
- ▶ to underestimate reading skills

How to develop reading skills?

Reading Aloud-

According to our constitution and our education policy, English Language teaching and learning, aims at making it a library language. It directly involves the reading skill. By achieving mastery over over reading skills of English, we will be able to get the latest and the most advanced knowledge of every field.

Active methods may neglect reading and as a result language illiterates are produced. They will be fluent chatterboxes who are able to produce rapid fine utterances in a foreign language but have nothing worthwhile to say because "They have never been given an opportunity to share the thinking of the great minds of other cultures and to widen the horizon of their knowledge and understanding." There is no reason to underemphasize the importance and usefulness of reading.

In the fast-paced modern world, we have almost forgotten the joy and the advantages of reading aloud. The kids just want to watch Television or sit at the computer. They don't want to read. Next to imaginative story telling, there is nothing more magical than reading aloud. The love of literature and knowledge is derived from reading aloud. It is an audio-visual activity. It is the combination of two activities in a scientific manner. That's why it can be a tremendous developmental activity.

Let us look at some of the advantages of reading aloud:

1. The combination of the written word and spoken word results in clearly perceptible improvement in listening skills.
2. It helps a child to practice good pronunciation, modulation of voice, correct intonation and speed.
3. Reading aloud helps the students building/improving vocabulary, stimulating imagination and increases reading fluency.
4. It also helps in learning the correct use of punctuation marks, sentence structure, grammatical accuracy and expressive articulation. It helps the reader to express the feeling through words.
5. Reading aloud helps the students to convey the ideas systematically and precisely.
6. It also provides practice in using familiar words and structures in new context, which are longer than those which cannot be provided in oral drills.
7. Reading aloud cultivates the habit of speaking correct and effective English.
8. Reading aloud provides practice to widen the eye span. It means the number of words looked in a glance and the sight should go ahead of speech.

Reading aloud is the most common and popular exercise. It is supposed to be the first step in the lesson. In oral reading one should aim at reading aloud with expression and feeling.

To make reading aloud a success, some points must be kept in mind:

- It should be intelligible, meaningful and expressive.
- There should be fluency and it must be audible. A rapport should be established between the reader and the learner.
- Clarity of expression through correct intonation.
- Expression depends on preparation and rehearsal, so that reading may become alive and sensitive.

Reading aloud in a poetry lesson by the teacher is most important. Reading poetry in a foreign language requires very careful thoughts and preparation. In poetry music is intermingled and the teacher as a reader must interpret it to the class by advocacy of speed, pitch of the voice, variety and mood of feeling and the suitability of meaning of the poet, so the class may be more sensitive to the words of poet.

By increasing the students' language and reading skills, a book becomes a positive source of pleasure and knowledge. Reading aloud adds an extra dimension to the pleasure of reading. This is found especially true of poetry and drama, but even prose yields more when its cadence becomes audible. Furthermore a child reads slower when reading aloud and that very slowing down, allows for a richer reading. This holds true across the curriculum, across different subjects and languages.

Silent Reading-

Silent reading in English depends much on what has been done in the mother tongue of the child. If he has to cultivate the skill and habit of silent reading, he should not murmur while reading silently. This is of no use at all. The teacher's task is to teach them to read really silently. They must keep their lips closed and must not pronounce a single word.

Silent reading is more important for comprehensions. Training in silent reading is of vital importance to the pupils who are learning English for higher studies and references. It is important to read and grasp informative material, for technical and engineering studies as well.

The advantages of silent reading-

1. It is quicker and therefore saves times.
2. It enables attention and concentrates on meaning.
3. It results in a greater assimilation of information.
4. Silent reading gives a synthetic picture of the reading material.
5. It helps not only in English but also in other subjects too.

In the beginning it is not possible to attain full success because in silent reading the pupils are required to be thoroughly well known with vocabulary, which is beyond their reach at the initial stage. However short and easy paragraph and simple stories may be begun with. Gradually the material may be increased in size and quality. The teacher can set some tests to judge what the pupils have gained by asking questions, (factual and inferential). Factual questions are answerable by quoting directly from the text or they can be answered by the information given in the text. Inferential questions require evaluation and judgments or drawing conclusion between the lines and facts.

Extensive Reading-

Extensive Reading means far and wide reading, depending at the students own pace according to his individual ability. The main aim and purpose of teaching English

in schools and colleges are to inculcate the habit of reading books and getting most advanced and recent knowledge in every field of life. It aims at rapid comprehension. It does not aim at the details of the language, its construction and beauty. Extensive reading is sometimes also called as non-detailed study.

The purpose of extensive reading is to train the pupils to read independently and for their own enjoyment without help from the teacher. Extensive reading can be started after three years of intensive reading when students had become skilled in basic structures and had acquired some vocabulary. Extensive reading concentrates upon subject matter. In extensive reading the pupils have to derive a general idea of the material provided for reading. They can give the information received in their own words. Supplementary reader is for extensive reading.

Intensive Reading-

Intensive reading means reading with meaning and sense along with language construction. Intensive reading concentrates upon the language. In intensive reading, a passage is studied with the purpose of concentrating on certain points like quick recognition of letter combinations or words or phrases.

Reading in the first two years, will be largely intensive and should continue throughout the primary and secondary course. Indeed it is necessary beyond the secondary stage and when poetry is studied and style is discussed. Intensive reading is used to transfer to the learner's oral vocabulary as much as of the material presented in the print. While reading intensively the pupils commit to memorize certain aspects of the matter read, without any attempt to do so. They do master every detail of it and can readily reproduce either orally or in writing, provided that they possess such capacity to express and they can remember a particular language construction. Intensive reading is also called as detailed study. Reader (text book) is for intensive reading.

How does a good silent reader read?-

What are undesirable things, which should be avoided for making our pupils a good reader?

- ▶ Learner should not read aloud to himself.
- ▶ They should not make visible articulatory movements.
- ▶ There should not be tongue wobbler.
- ▶ He should not be sub-vocalizer (whisper to himself)
- ▶ He should not look at each word separately.
- ▶ The eye doesn't take much of a pause to make the recognition.

Importance of Writing Skill

Writing is a tool used to enable to express feelings or thought of people. It is almost as important as speech. As for as school is concerned we may say that we teach our pupils now to write so that they can:-

- Communicate with others by means of letters.
- Make a record of what they are learning in geography, science, history etc.
- Reinforce what has been learnt through oral and reading method.
- Show what they have learnt by writing answers and questions.
- It is a means of testing their knowledge.
- Make writing perfect.
- Examine the writing skill.

When and How to begin writing

There must be some written work in all classes because it provides forms of exercises which are most useful in fixing vocabulary and sentence – patterns. But in the first three years of the course it cannot be compared with oral work as a means of making solid progress. So, during this time, do not allow it to take up time which should be given to more useful kinds of English work. After the first three years, writing assume a greater importance, a great deal of work will be written, because the aim of the English lesson becomes not only increase the pupils knowledge of the language but also his ability to use it as an efficient means of recording what he is learning.

Written work is to be considered from two quite different points of view:-

1. as penmanship or simple hand writing or elementary writing.
2. as a form of exercise in learning the language or advanced writing.

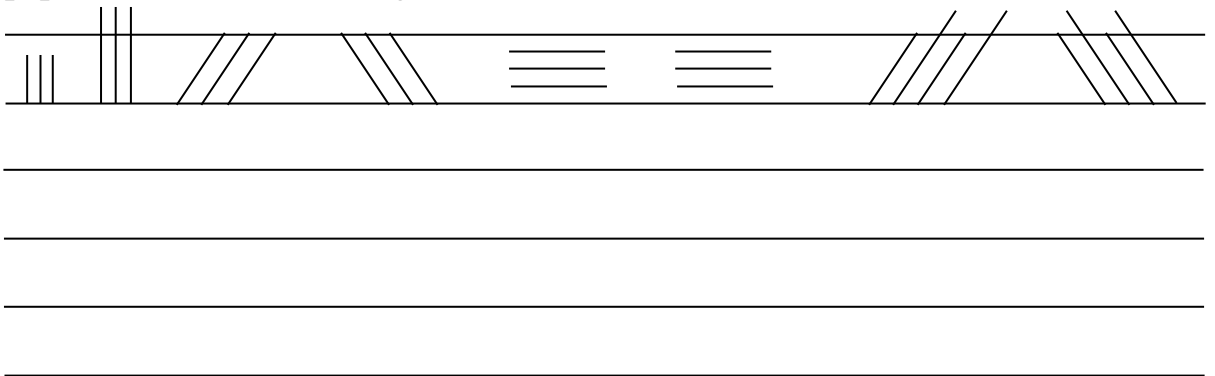
Penmanship:

The writing of the English letter is not an easy thing for a small pupil to learn, because it requires very fine control of the small muscles of the fingers and the wrist. A child has great difficulty in controlling even his larger muscles.

Watch him trying to throw a stone at an object; it is much harder for him to learn to perform correctly very small actions such as drawing the shape of a letter.

Training in penmanship should therefore be proceeded by easy steps:

1. Fairly large movements, using the finger in a tray of sand, or chalk on brown paper: lines of various lengths and directions.



2. Script writing : small letters but large in size, arranged in groups, similar in shape.

Each stroke must be continuous; the body of the letter occupies one space (two lines), the stem one more space above, the tail one more space below.

3. The spacing of letters is important for the neat appearance of the writing but it gives children much difficulty. In forming words, letters must be as close as possible without touching; and the spaces between words should be even, each one large enough for a capital O to be fitted into it. At first the rule may be "letters close; words apart".
4. Capital letters should not be taught until all the small letters have been learnt. The capitals also arrange themselves in groups:

Round Capitals: _____

Square Capitals: _____

Half Square Capitals: _____

Half Circles: _____

5. Later, the letters may be joined by giving each small letter a little tail as a joiner; but this should not be attempted until the beginning of the third year.
6. The positions of the body, arm, head and paper must be carefully watched at all times: body upright and parallel to the desk; head bent, eyes 12 inches from the paper; edge of the paper parallel to the edge of the desk. The hand rests lightly on the end of the little finger and the side of the wrist.

The pencil should be held lightly, in such a way that the first finger can be moved up and down by itself. It should be possible to draw the pencil gently from the pupils grip; If that is not possible, the pencil is being held with too much strength.

Consideration of writing as a form of exercises in teaching the language:

Writing is a much slower process than either speaking or reading. The child's mind can move at its own pace: he has plenty of time to think over what he is going to say. As he writes he thinks about the sentence both as a whole and in its separate parts. For these reasons, the writing exercise has a powerful effect on the child's mind and provides a very good way of fixing vocabulary, spelling and patterns of all kinds. Writing is not a means of teaching these things: it can only fix them after they have been learnt.

Transcription:

The first kind of writing exercise (Which can be given as soon as the class reader is used) is transcription or copying. The purpose of this exercise is to allow the pupils mind to play round what has been taught in listening and speaking and so fix it firmly. Writing does this because the movements of muscles of the hands are called in (used) to help the ear, the eyes and the muscles and nerves of the throat and tongue. That applies equally well to the sentence pattern and the phrase-pattern, for the child should not be asked to write in the first three years anything that he does not really know thoroughly through speech and reading. Free composition in which the child has to make up his own thoughts, has no place in the first three years. If it is used, it will only result in a large number of most discouraging mistakes.

Every new pattern, after it has been thoroughly learned, should be practiced by transcription. When the pupils begin to copy words, it is a good to arrange the work to be copied in sentence patterns so that continuous practice is given in writing a fixed group. e.g.

He has a pen. Where is my pen.
He has a book. Where is my book.
He has a chair. Where is my chair.

Substitution Tables:

The best form of exercises for practicing sentence-pattern and phrase-pattern is substitution Tables. Where alternatives are possible and the pupil is asked to write, six sentences using the Table.

This	is	a	apple
That		an	boy
			tree
			umbrella
			girl

These	are	books
Those		pens
		bags
		caps
		tables

e.g. This is a boy.

This is an apple.

Advantages:

1. The pupils learn spelling of words in an informal way.
2. They learn the sentence construction.
3. They develop muscular command.
4. They improve handwriting.
5. They form a habit of neatness and correctness.

Text book exercises

In modern text books every lesson is followed by several exercises that the pupils are expected to write. The teacher concerned should never dare to shirk his duty in assigning the exercises for writing. The following types of exercises can be given with advantage:

1. Questions and answers.
2. Fill in the blanks.
3. Completion exercises.
4. Matching pairs.
5. Punctuation marks etc.

Dictation

It has been a customary practice in Indian School to provide practice in dictation. However, in a great number of teachers who do not recognise the value of dictation, they try to escape from if importance of dictation in a foreign language (English) course can not be underrated because it is an aid to every phase of language learning.

As teachers of English we cannot afford to neglect dictation as it is an aid to every phase of language training. If efficiently applied, it gives practice in the following processes:

1. Ear training.
2. Orthography.
3. Punctuation and grammar.

The teacher concerned should present the matter to be recorded as speech and not as detached words. If this is done, dictation can prove to be valuable exercises in ear training. The pupils are obliged to listen carefully to the teacher and to consider the meaning of the sentence in word groups without too many stops and pauses and numerous repetitions. Reversely, if the teacher speaks words in isolation repeating them frequently, the pupils will be tended to care for only one word at a time and even after the second or third repetition. The purpose is to enable the pupils to hear sentences at a time and then to write them. They should be able to take down the dictated matter at a single hearing. This sort of proficiency is very useful to them in the future vocations.

Of course, in the beginning repetition are allowed but later on the pupils should be instructed to leave gaps where they do not follow and to fill them when the piece is redictated as a whole.

Dictation gives practice in orthography in the sense that the pupils tend to spell the words correctly in written form. They can also distinguish word sounds and their respective spelling.

Punctuation can be introduced before hand and when a piece is being dictated the pupils should form a habit of inserting punctuation marks according to the pauses and intonation. The teacher should never encourage the practice of declaring "Fullstop or comma" Where they are required to be inserted, However the inverted commas and their completions may be instructed.

What does Good Hand Writing Consist of:-

- (a) Distinctiveness - Each letter should have a characteristic form of its own.
- (b) Simplicity - The letter should have no unnecessary parts.
- (c) Spacing - The letter in a word, the words in a line and the lines in a page should not be crowded too closely together.
- (d) Uniformity - What ever style the individual writer adopts it should be uniform in size, spacing and alignment and particularly in the direction of the straight strokes.
- (e) Speed - The writing should not be laboured but done at a reasonable speed.

Teaching Of Poetry

(Recitation of Nursery Rhymes and Poems)

Introduction

Poetry is an expression in beautiful words, beauty of forms, beauty of language, beauty of thought, mood, feeling. According to John Keats " A thing of beauty and joy forever " It has a charm of thought, word, sight, sound and music. It makes appeal to the aesthetic and intuitive sides of personality.

Delight in poetry is natural to children too. But sometimes it is argued that there is no need of poetry in our English language class-room. The soul aim is teaching the language in a structurally graded syllabus. It is merely ornamental and unessential. It can be justified only on sentimental and traditional ground. That's why they discarded and accused it.

But those who favour teaching poetry in a language class they argue that poetry says more in fewer words. They have stronger arguments. They say that the poet's tongue is a memorable speech. It has strikingly memorable phrases. It is the method of facing life with heightened emotions.

How poetry is different from prose

Poetry moves in a different dimension than that of prose. Prose can be compared to walking from one place to another on the surface of the earth getting the word's daily work done. Poetry may be compared to dancing rising above the surface of the earth, getting a fuller view of its reality. Again one quality of the verse is that it sticks in the memory and any piece of correct English which remain in the learner head is surely a valuable acquisition of language. So it is an unconscious and an interesting way of learning language. It can be used as an aid to teach spoken English. Inclusion of poetry makes the syllabus warm and humane. That remains dry and chill otherwise.

Aims and objectives of teaching Poetry:

Generally we talk of high ideas for example (a) to train the emotion (b) to develop aesthetic sense (c) to impart grace and the balance with personality (d) to understand life better. But actually it is taught in a prosaic (uninteresting) way as linguistic exercise. There is hardly any emotional training or aesthetic experience. Prose and poetry are taught in the same way. Some times it is translated or explained without any motivation or inspiration.

Actually poetry teaching should be a process of joy. The teacher should feel the joy and communicate to his pupil. From the very beginning it should be an activity. While deciding the object we should not be very ambitious and idealistic because of limited linguistic experience. As it is said that the general poetry can communicate before it is understood and poetry begins with delight and ends in wisdom. So there can be three basic objectives-

1. To help the learners to enjoy the poem. Poetry is for pleasure but enjoyment is not possible without understanding.

2. So to help them to understand the central and the detailed meaning of the poem.
3. To guide the learners in appreciating the idea, the music and the beauty of the language.

For achieving these objectives there should be good selection of poems.

1. The poem should be selected with due regards for pupils age, environment and linguistic capacity.
2. In foreign language class mental age is generally ahead of their linguistic age. So subject matter should be familiar and enjoyable and within their age group.
3. The principle of graded structures and vocabulary should be strictly observed.
4. Rhythm and charm should be the first requisite of the poem.

How to teach poem to achieve the above objectives-

There are many ways. But different classes demand different approaches. Teaching a poem is an art and some teachers achieve the desired ends naturally with ease. But with adequate preparation and practice every one can improve. We can't be dogmatic (a person who put his own statement without proof) but certain steps generally help. There can be various devices to introduce the poem:- (a) pictures (b) parallel poems (c) narrating some story or incident directly, poem may be read with proper rhythm. There can be a number of techniques for this, but the principle remains the same that the pupils perception should be aroused.

Grammar

English grammar aims to help learners find their way slowly but steadily from one class to other and endeavours to make this transition comfortable and easy. This is a grammar series that facilitates the learners not only grasp the fundamentals of English grammar but also to understand the nuances of the language in the Indian context. It is a unique combination of the traditional and functional approach towards the teaching of grammar.

Parts of speech

The major categories in to which the vocabulary of a language is divided are known as parts of speech. They are 08 in number in English language.

1. **Noun** : Women, child. Ram, Delhi, table etc.
2. **Pronoun** : He, she, his, her, you, yours etc.
3. **Verb** : Play, eat, sleep, run etc.
4. **Adjective** : Young, beautiful, honest etc.
5. **Adverb** : Quickly, slowly, badly etc.
6. **Preposition** : In, on, from, of etc.
7. **Conjunction** : And, but, because, that etc.
8. **Interjection** : Alas!, hurrah!, oh! Etc.

(1) Noun

Noun is the name of a person, place or thing. It performs several function in English but naming is clearly the most important.

Kinds of noun-

- Common noun: Boy, girl etc.
- Proper noun: Alok, Allahabad etc.
- Collective noun: Crowd, army etc.
- Material noun : milk, wood etc.
- Abstract noun: Honesty, Laughter etc.

Noun Gender:

Grammatical forms of sex distinction is called gender.

Kinds of gender:

- Masculine gender (Male sex) Man, horse.
- Feminine gender (Female sex) Woman, mare.
- Common gender (Male & Female sex) Student, child.
- Neuter gender (Lifeless things) Book, room.

(2) Pronoun

Pronoun is a word which used in place of noun.

As- He, she , it etc.

Ex.-Radhey is a good boy. He always obeys his parents.

(3) Adjective

Adjective is a word which describes quality, quantity, number and serial of noun or pronoun.

As – An old man, some water etc.

Ex. –He is an old man.

I want some water.

Degree of comparison-

- Positive degree. (He is as brave as tiger.)
- Comparative degree. (John is stronger than Hari)
- Superlative degree. (Rajesh is the most intelligent boy in the class.)

The sentence

“Sentence is the group of words which makes complete sense”. There are five kinds of sentences-

- Assertive sentence. (1. Mr. Sen is a teacher. 2. Mr. Sen is not a teacher.)
- Interrogative sentences.(1. Does Ram play? 2. Where does Ram play?)
- Imperative sentences. (Come here.)
- Exclamatory sentences. (How beautiful is the rain!)
- Optative sentences. (May God bless you.)

Voice

Active and passive voice:-

How to change active voice in to passive voice?

Rules

- Subject changes in to object.
- Object changes in to subject.
- Main verb changes in to past participle or 3rd form of the verb.
- Change/ use primary auxiliaries according to number and tense.
- Commonly ‘by’ is used before the new object.
e.g.-Amar helped Rani (active voice)
Rani was helped by Amar (passive voice)

Punctuation

- Full stop (.)
- Comma (,)
- Inverted commas (“ ”)
- Question mark(?)
- Exclamation mark (!)
- Semi colon (;)
- Colon(:)
- Dash(-)
- Apostrophe(‘)
- Brackets (())
- Hyphen (_)
- Capitals(A,B,C--)

Note- Contact prescribed textbooks of English grammar for detail study of parts of speech.

Peculiarities Of Sounds In English (Pronunciation)

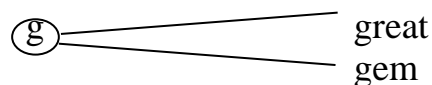
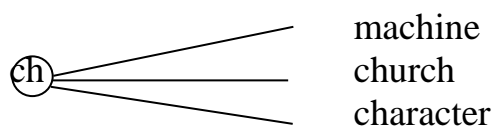
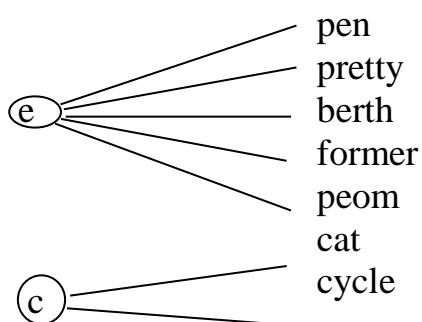
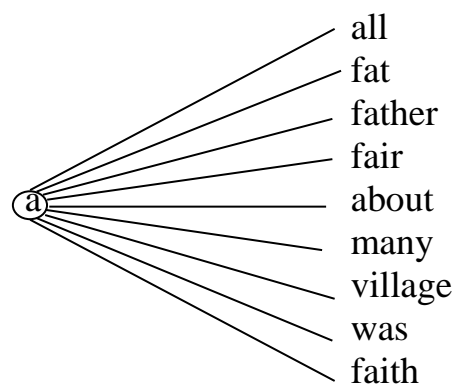
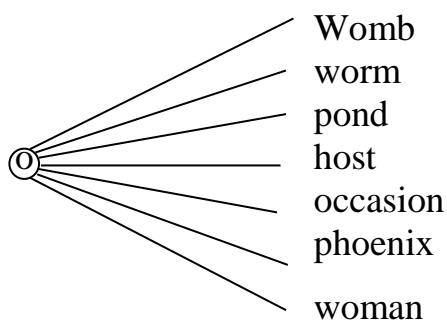
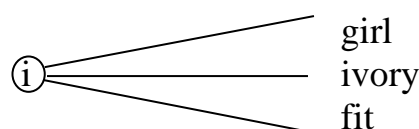
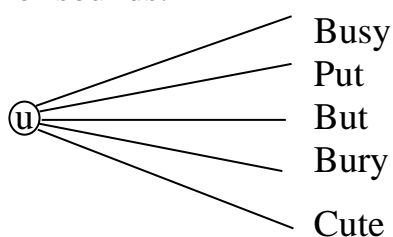
Introduction

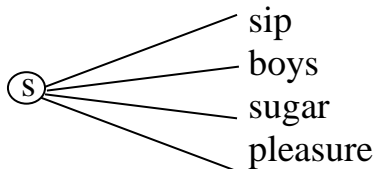
It is very important that a teacher's pronunciation should be reasonably good as it has a direct impact on his/her students. Therefore the knowledge of the intricacies of English speech, its sounds, accent, rhythm and intonation is very necessary for the teachers of English.

In this article all the aspects of pronunciation from English sounds to accent, rhythm and intonation have been dealt with examples from the text books of Upper Primary Classes.

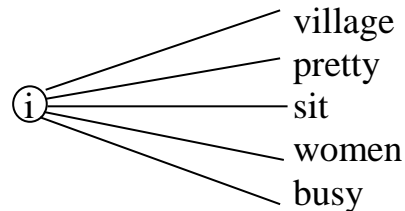
Sounds in English

Look at the following letters given in circles. Pronounce the words given against each of them. You will find that these words though have the same letter they are pronounced differently. This suggests that in English one letter can represent a number of sounds.

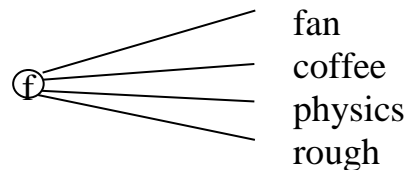




At the same time you can see that all the five vowel letters can produce the vowel sound /i/ as in the following words.



Similarly the consonant sound. / f / can be produced with the help of the following consonant letters.



You will find that single letters are giving different sounds. It means there is no relationship between the letters and their sounds. In Hindi, one letter gives only one sound. The sound changes only when a 'matra' (vowel) is added. But in English there is no consistency between the letters and their sounds. There are 26 letters in English alphabet but the sounds produced with them are 44 in number. Out of those 44 sounds there are 20 vowels and 24 consonants.

For these 44 sounds there are symbols which look like small letters of English but they represent sounds. With the help of these symbols one can look up the dictionary for correct pronunciation. These symbols are written within two slant bars as can be seen in the given boxes displaying the sound symbols.

The Sounds Of English: Consonents

Consonant	Initial	Medial	Final
/ p /	pin	spin	ship
/ b /	bit	bubble	hub
/ t /	take	stone	lit
/ d /	day	heads	lid
/ k /	key	sky	talk
/ g /	go	eggs	bag
/ tʃ /	chain	fetchd	teach
/ dz /	jail	barged	large
/ m /	main	small	sum
/ n /	nail	snake	shine
/ ŋ /		think	sing
/ l /	late	slate	tell
/ f /	fan	sphere	half
/ v /	view	thieves	live
/ θ /	thin	months	bath

/ ð /	then	bathes	clothe
/ s /	sit	taste	loss
/ z /		division	rouge
/ h /	hat	behave	
/ r /	run	shrewd	
/ w /	win	swim	
/ j /	yes	tune	

The Sounds Of English : Vowels

Vowel	Initial	Medial	Final
Monophthongs			
/ i: /	east	seen	key
/ i /	it	hit	duty
/ e /	end	lend	
/ æ /	and	land	
/ a: /	arm	harm	car
/ ɔ: /	all	caught	saw
/ u /		put	
/ u: /	ooze	choose	shoe
/ ^ /	up	cup	
/ ɜ: /	earn	turn	sir
/ ə /	ago	police	tailor
Diphthongs			
/ ei /	eight	straight	stray
/ əu /	oak	joke	slow
/ ai /	ice	mice	my
/ au /	out	shout	how
/ oi /	oil	boil	boy
/ iə /	ear	beard	clear
/ eə /	air	shared	care
/ uə /		cured	poor

Accent:

It is a characteristic of English speech that the accented syllables are very prominent and they overshadow the unaccented syllables. Placing accent on the right syllable is very important to make the communication intelligible.

English accent can be divided into two sections:-

A – Word Accent

B – Accent in connected speech

For example:

'also a'round 'dangerous
de'pend after'noon ho'tel

Now let us see some words from the text books for classes VI, VII and VIII which have two syllables and the accent falls on the first syllable.

'angry 'gaiety 'ostrich

Rhythm:

Rhythm is a very important feature of English speech. In English speech the accented syllables have the tendency to occur at regular interval of time. To maintain the rhythm weak forms of structural words are used. Suppose there are many unaccented syllables between two accented syllables, the unaccented syllables will be said quickly.

We don't say

Go'pal 'had 'been beaten 'cruelly

Instead we say

Go'pal had 'been' beaten 'cruelly.

To maintain the rhythm we will use the weak forms of 'had' and 'been'.

Intonation:

When we here someone speaking, we realize that he does not always speak on the same tone. We here constant variations in the level at which his voice is pitched. That is to say sometimes the pitch rises and sometimes it falls. At other times it remains level, high or low. The patterns of variation of the pitch of the voice i.e. (the way in which the pitch varies) constitute the intonation of a language. Each language has its own intonation patterns. The falling tone marked thus (\) and rising tone is marks thus(/) , for example:

We should buy a \car.

Should we buy a /car?

Content specifications-(Viva voce)

Learning the three RS (Reading, Writing and Arithmetic) is not complete education. Learning should not be limited to the school alone. Every child has three environments. The first is 'home' the second is 'neighbouring surrounding' and third 'school'. Learning should take place in all these three surroundings. Any is good for learning : Kitchen, market, garden, on the road, in the car, bus or train.

So every day we should spend five to ten minutes to think and plan one or two activities. The learner has been exposed to a number of comprehension passages and a variety of exercises Through different form of composition given as below-

Teaching And Learning English Through Composition

Introduction

Written exercises in language teaching are done at two levels physical and intellectual. Exercises done at physical level are meant for teaching the mechanics of writing. While those done as intellectual activity are meant for developing the writing faculty of the young student. It is the latter kind of writing that is the ultimate aim in language teaching as far as the written faculty is concerned. Only then the learner will be able to give to the words of his mouth those graphic shapes which will be recognized and understood by those who have learnt the language in which all this is done.

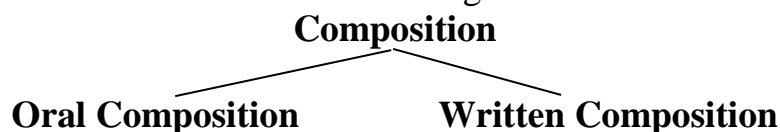
Objectives of Teaching Composition:

- To develop all the four skills with perfection.
- To present one's ideas, thoughts, views and emotions logically, briefly, effectively in a reasonable order.
- To help the children avoid round-about way of expression.
- To present the ideas in the society and improve social life.

composition is an important exercises for the development of writing skill through composition a child can learn:

- Sentence construction (grammatically correct and meaningful sentence)
- Spellings
- Presentation of the matter
- Organization of the matter as a whole and in parts
- Sequencing of sentences and paragraphs
- Punctuation marks

Composition can be divided into two categories



Oral Composition

Oral composition lays the foundation of written composition, Ample practice of words sentence patterns, phrases can be helpful in developing oral composition. Following activities are helpful in developing oral composition:

- seeing a picture and describing it.

- speaking a few sentences on a known or unknown subject. as – myself, my school, an elephant etc.
- describing a place, person and or an incident
- conversing on a particular topic
- listening to a story and retelling it.
- A answering of the questions based on the lessons read.

Written Composition

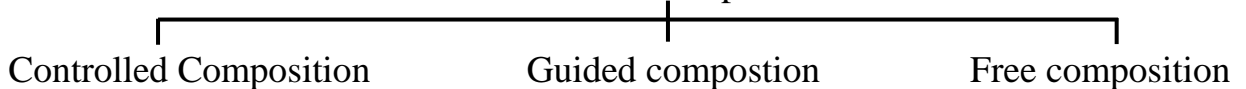
In beginning written composition should be based on the material of the textbook. New words, idioms, phrases and sentence patterns occurring in the lesson are recapitulated through various exercises as:

- answer the following questions :
- word power
- let's discuss
- language practice
- fill in the blanks
- matching the words and sentences
- jumbled up words and sentences
- true/false
- yes/no questions
- multiple choice
- substitution tables

After completing the textbook exercises, develop some are exercises in order to give more practice.

- | | |
|-------------------------------------|---------------------------|
| 1. What is your name? | 1. My name |
| 2. How old are you? | 2. I am |
| 3. Where do you live? | 3. I live |
| 4. What is your father's name? | 4. My father's name |
| 5. What is your mother's name? | 5. My mother's name |
| 6. What is your father? | 6. My father is |
| 7. Which class do you study in? | 7. I study in |
| 8. What is the name of your school? | 8. My school's name..... |

Written Composition



Controlled composition

It may be based on the lessons of the textbook, within known vocabulary and the sentence patterns and structures. The students are allowed to move in a set direction which the teacher presents, in the form of language frame work. Thus composition exercises under the controlled composition are in the beginning totally controlled and as they advance, the control is gradually relaxed and finally withdrawn. Following exercises are helpful in developing controlled composition-

- Conversion exercises
- Completion exercises
- Paragraph writing
- Letter writing
- Story writing
- Short Composition

Example of Conversion Exercises

1. Ram is a student. He is ten years old. His father's name is Ram Lal. His mother's name is Geeta. He studies in class VI. The name of his school is Saraswati Vidya Mandir.
2. Replace Ram from Radha he from she and his from her.
Ask the children to replace Ram by Radha he by she and his by her
3. Priti goes to school by bicycle. Her school is far away from her village. When she goes to school she has to cross Ganga river. She is very careful and alert.

Change the sentences into simple past tense:

Priti went to school by bicycle. Her school was far away from her village. When she went school she had to cross Ganga river. She was very careful and alert.

Take some extract from the lesson and ask the children to change the tense.

Completion Exercises:

Look at the picture and complete the sentences with the help of the words given in catching, under, bank, on, sailing, flowing, over

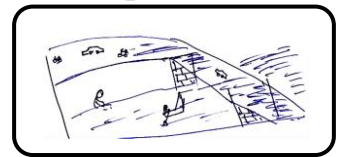
The bridge is _____ the river.

The river is _____ the bridge.

There is a boat _____ in the river.

A boy is sitting _____ the _____ of the river.

He is _____ fish.



Paragraph writing:

The children can be asked to write a paragraph on the lesson already read. Help them by question answers, fill in the blanks and pictures example- Class-8 Lesson-11 – "A Great Day in Indian History."

- How many colours are there in our National flag?
- Name the colours and what do they stand for?
- Where is the wheel in the flag?
- What does it stand for?
- Why do we unfurl our National flag on 15 August?
- Who fought for the independence?
- What should we do for the welfare of our country?

Answers written in sequence can give a paragraph based on the lesson

There are three colours in our national flag. They are saffron, white and green. Saffron stands for sacrifice, white for peace and green for prosperity. The wheel is in the middle of the flag. The wheel is the symbol of progress. We unfurl our national flag on 15th August because our country got independence on 15 August, 1947. Tilak, Gokhale, Lajpat Rai, Gandhiji, Sardar Patel, Subhash Chandra Bose and Pandit Nehru etc. fought for the independence. For the welfare of our country we should plant trees, serve the poor, help the needy etc.

Letter writing

There are two types of letters

- formal letter
- Informal letter

Ask children to write application for holidays and letters to their parents about their studies.

Story writing

Tell the short stories with the help of pictures. Develop the stories through question answer method and write it on black board. It will help children to learn the stories and then ask them to tell the other stories alike in the class one by one and ask them to write the same.

Short composition

Motivate students to write some sentences on any topic through questions and answers for example lesson 10 - 'India the Land of Festivals' in class 6.

Complete the sentences with the help of words given below:

beautiful gifts, Jesus Christ, 25th December, birthday, church, zeal, christmas, decorate.

Christmas is celebrated on _____. _____ was born on 25th December. The _____ of Jesus Christ is celebrated as _____. Christians celebrate this festival with great _____. People go to _____ to offer their prayers. They _____ their houses and the christmas tree. Santa claus brings _____ _____ for the children.

Vocabulary

Note:- Contact prescribed Textbooks of English 'Rainbow' for detail study of vocabulary..

Common Errors In English

Teachers face some problems while teaching English. Here, we throw light on this topic, 'Common error'. Correctness of English language is based on four components.

- sounds.
- words
- sentence / structure / syntax
- meaning

We find errors also in these four fields.

Sounds

The interference of the mother tongue in spoken language is present while speaking English. Sounds of mother tongue usually interfere, when we speak second language. We don't have these sounds like F and Z in Hindi. There is no one-to-one relationship in spellings and pronunciation in English. So we commit mistakes while pronouncing these words. As-

Sh- 'k	shoe- 'kw
Ch- p	choose- pwt+
th- Fk	thin- fFku

Words

The interference of mother tongue is seen in grammatical system as well as vocabulary. English compared to Hindi uses more language items to cover the same area. Mostly in demonstrative pronouns and third person, singular pronouns.

This	;g	His	mldk	These	;s
That	og	Her	mldh	They	;s
He	og			Those	oks
She	og				
It	;g				

Short form

The man shouted back, 'That's unfair! you're very ungrateful! Let's ask the tree?' In English we have short forms but we don't have in Hindi. As -

- that's - og gS - that is
- you're - vki gS - you are
- let's - vkvks - let us

Apostrophe ('s)

- 's is used with persons only to show relationship.

The king's hand was so tiny that he had to use only one finger to shake it. Here it is told about the hand of the king, but we use 'of' instead of 's', if it is used for the objects. Such as 'the trunk of the tree'. Here there is relationship between 'tree and trunk'.

- In English we have many words which give different meanings according to situation - 'My teeth are too weak for apples.'

- 1-Gopal was happy too. 2-Everyone present there felt ashamed and sorry too.

Sentence/Structure

We know that there is no similarity between the sentence structure of English and Hindi. In English we use subject + verb + object where subject + object + verb are used in Hindi.

1. In English sentence we use head words in different ways.
2. The use of article is very important in English.
3. Correct use of preposition gives meaning of the sentence.
 - Head words: If there is presence of anyone at any where , we start the sentence with the introductory word 'there' as -

There were two friends in a forest.

We use 'It' where there is not availability of subject easily as -

It is Monday today.

Incorrect

1. He was miser.
2. He lost bag of gold coins.
3. After doing lot of business in market he was returning home.
4. The boys in ashram used to share all work.
5. She lost her legs in accident.
6. Old and young, milkman, news paper boy, post man and hawker find it useful for travelling from house to house.

Correct

- He was a miser.
- He lost a bag of gold coins.
- After doing a lot of business in the market. He was returning home.
- The boys in the ashram used to share all the work.
- She lost her legs in an accident.
- Old and young, the milkman, the news paper boy. the postman and the hawker find it (bicycle) useful for travelling from house to house.

"They were pleased with/by the honesty and truthfulness of Harish Chandra"

Here- They were pleased with the honesty and truth fulness of Harish Chandra

Preposition:

It is very difficult to use correct preposition in English. We use some particular prepositions with the certain verbs, nouns, adjectives &

Correct

He died of Cholera.

We are once again reminded of our rights.

He ran after the bus and jumped onto the bus.

He found he was on the wrong bus.

He reached school on time.

There was a fierce storm at the sea.

Incorrect

He died with Cholera.

He died by Cholera.

He died through Cholera.

He died on account of Cholera.

We are once again reminded about our rights.

We are once again reminded for our right.

He ran behind the bus and jumped in the bus

He found he was in the wrong bus.

He reached school in time.

There was a fierce storm in the sea.

They embraced each other.
My sickle is made of iron

There was a fierce storm by the sea.
They embraced one another.
My sickle is made from iron.
My sickle is made by iron.

Here are a few prepositions for help

laugh at
deal with
arrived at
failed in
talking with
kind to

fond of
charged with
prefer milk to
take care of
look into
born to

wait for
afraid of
angry with
injurious to
need of
to bear with

- Meaning: Grammatically correct and appropriate language gives us a meaning. Correct use of components (Sounds, words, sentences) make sentences meaningful.
- One word has many meanings.
- English uses derivatives.
- We make plural using s, es, ies.
- Some words have no plural.

Importance and Characteristics of Lesson plan

A lesson Plan is an advanced picture of what a teacher is going to teach in the class. Different activities by both, the teacher and the taught, the teaching points, the teaching devices, the creation and maintenance of environment and evaluation techniques are the integral parts of a lesson plan. The visual presentation of his intended work can be called a lesson plan.

The structure of a lesson plan-

Though the structure of a lesson plan is rigid in its nature, its significance and utility are inevitable in a lesson-plan. The structure has been divided into the following sub heads:

1. Topic.
2. Aims of teaching
3. Specific objectives
4. Reference books, if any
5. Teaching aids
6. Teaching points
7. Teaching activity and procedure
 - (a) Introduction
 - (b) Presentation
 - (c) Recapitulation
8. Pupils' activities
9. Evaluation
10. Assignment or home work.
11. Black board work.

Importance of lesson plan

It becomes necessary for a teacher to plan his lesson just as the other activities of life are planned. This is because the lesson given without pre thinking and preparation is likely to go astray and waste time, energy and mood rather than achieving its goal. Planning enables the teacher to prepare his lesson and think minutely over all the sharp details in terms of presentation, explanation and control over the class situation.

Characteristics of a good lesson plan

The following are the characteristics of a lesson presented after planning.

1. Interesting and spontaneous teaching.
2. Appealing teaching to the children.
3. Interest, love and activity.
4. Pointed discussion
5. Pupils participation in the discussion
6. Blending of thought, imagination and practice.
7. Pleasant class atmosphere.

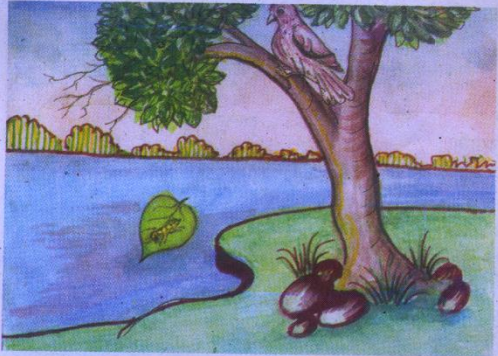

A particular teaching unit is successfully taught within the prescribed time limit and the whole year course is easily, effectively and interestingly carried to completion. This gives the teacher a satisfaction for his work and duty.


Lesson Plan of Prose

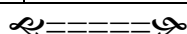
Name of the lesson-The Ant and the Dove

Class-V page -13

Content words-dove, thirsty, river, floated, river-bank, hunter, arrow.

Procedure	Language Material		
			
<p>Step-I Introduction-</p> <p>The teacher will introduce the lesson with the help of pictures and questions.</p>	<p>Teacher: What do you see in this picture? Student: a tree, an ant, a bird and a man.</p> <p>T: Do you know the name of this bird? S: No, teacher, no teacher. T: The name of this bird is dove, repeat after me, dove. S: Dove. T: Answer in a full sentence. S: The name of this bird is 'dove'. T: Very good, children would you like to listen to a story of an ant and the dove. S: Yes, teacher, yes teacher Okay, children, today we shall read a story, 'The Ant and the Dove.'</p>		
<p>Step-II Reading aloud-by the teacher.</p> <p>The teacher will read the passage aloud with proper stress rhythm and intonation and correct pronunciation. Ask the children to follow in their books.</p>	<p>It was a hot day. A little ant was very thirsty. She went to a river to drink water. The ant fell into the water. She cried, "Help! Help!" A dove was sitting in a tree. She heard the ant's cry. The dove dropped a big leaf into the water. The ant climbed on the leaf. The leaf floated to the river bank. In this way, the ant was saved.</p>		
<p>Step-III Silent Reading (by the student)</p> <p>The teacher will ask the children to read the passage silently.</p>	<p>It was _____ was saved.</p>		
<p>Step-IV Exposition of difficult words</p> <p>The teacher will explain the difficult words with the help of various devices and techniques.</p>	<p>Words</p> <p>thirsty</p>	<p>devices/ techniques</p> <p>by giving Hindi meaning</p>	<p>usage</p> <p>l;klk It is very hot. I am thirsty. I want a glass of water</p>

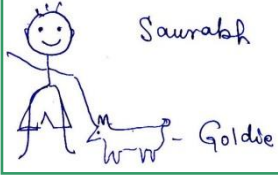

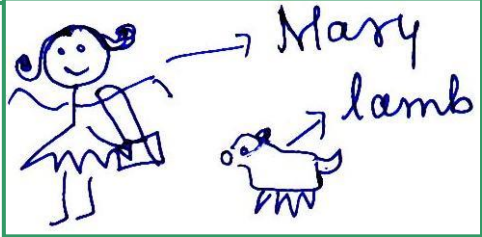
	floated	through picture	
	river bank	by showing the picture	this is its bank.
<p>Step-V Silent Reading-by the student The teacher will ask the children to read the passage silently once again.</p>	It was _____ was saved.		
<p>Step-VI Comprehension questions- The teacher will ask some comprehension questions to help them understand the lesson better.</p> <p>Teacher- I'll ask you some questions and you will answer them.</p>	<p>Q-1. Who was thirsty? Ans. The ant was thirsty.</p> <p>Q-2. Where did the ant go? Ans. The ant went to the river.</p> <p>Q-3. What happened to the ant? Ans. The ant fell into the river.</p> <p>Q-4. Could the ant swim? Ans. No, the ant could not swim.</p> <p>Q-5. What did the dove do? Ans. The dove dropped a big leaf into the water.</p> <p>Q-6. What did the ant do? Ans. The ant climbed on the leaf.</p> <p>Q-7. How was the ant saved? Ans. The ant climbed on the leaf and the leaf floated to the river bank thus the ant was saved.</p>		
<p>Step-VII Language practice- The teacher will give some exercise to do as language practice.</p> <p>Step-VIII Reading Aloud- By the students the teacher will ask the children to read the passage aloud one by one.</p> <p>Step-IX Assignment The teacher will give some work to do as homework.</p>	<p>Add 'ed' to make the past tense of the following verbs-</p> <ol style="list-style-type: none"> Climb_____ Save _____ Float _____ <p>Fill in the blanks with the right word from the box- ate, sang, went, made, played</p> <ol style="list-style-type: none"> Rita and Rahul _____ to the river bank. The goat _____ the grass. Rohit _____ a kite. The girls _____ sang a song. The boys _____ cricket. 		



Lesson Plan of Poetry

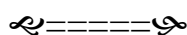
Name of the poem- Mary's Lamb

Content words- fleece, asumed, lingered

Procedure	Language Material
<p>Introduction: The teacher will introduce the poem with the help of pictures and questions.</p>   <p>Show the other picture and ask -</p>  <p>Reading aloud - by the teacher The teacher will read the poem aloud with proper pronunciation, stress, actions, gestures, intonation and rhythm, and ask the students to keep their books closed.</p> <p>Reading aloud-II by the teacher The teacher will read the poem aloud once again and ask the students to open their books and follow her/his in their books.</p> <p>Silent Reading-by the students The teacher will ask the students to read the poem silently and find out the difficult words.</p>	<p>Teacher : Who is this boy? Student : He is Saurabh.</p> <p>Teacher : (showing dog) Who is this? Teacher : That is Goldie. That is Sourabh's pet dog.</p> <p>Teacher : Who is this girl? Student : She is Reena.</p> <p>Teacher : ¼ pointing to the picture of cat½ And who is this? Student : It is Billo-Reena's pet Teacher : This is Mary and this is her pet lamb. What are they doing? Student : They are walking on the road. Teacher : Why is the lamb following Mary? Student : He is her pet lamb. He loves her. Teacher : Naveen have you got a pet? Student : Yes Sir, his name is Sundar. Teacher : Well it's a very sweet name? O.K. children. Now we will read a poem Mary's Lamb: Listen to me carefully and don't open your books please.</p> <p>Mary had a little lamb..... all harm.</p> <p>Mary had a little lamb..... all harm.</p> <p>Mary had a little lamb..... all harm.</p>

Exposition of difficult and new words:	Words	Devices/ Techniques	Usage
<p>The teacher will explain the words with the help of different devices and techniques.</p> <p>Similarly explain other difficult words.</p> <p>Silent Reading- by the students: The teacher will ask the students to read the poem silently once again.</p>	<p>fleece</p> <p>amused</p>	<p>by giving Hindi meaning</p> <p>English equivalent</p>	<p>jks;sankj [kky</p> <p>to become happy</p>
<p>Explaining the poem The teacher will explain the poem.</p> <p>Comprehension and appreciation questions: The teacher will ask some questions based on the poem to help the students understand the poem better. Similarly ask the questions based on the lesson and explain terms and phrases also.</p> <p>Individual and chorus reading: The teacher will ask the students to repeat the poem after her/him.</p> <p>Assignment The teacher will ask the students to learn the poem by heart. Final reading – by the teacher: The teacher will read the poem once again to create poetic atmosphere in th class.</p>	<p>Mary had a little lamb.....all harm.</p> <p>Children, in this poem, there is a small girl Mary who had a lamb as a pet. One day the lamb went to school with her. In the school the children were very happy with the lamb and the lamb also stayed in the school the whole day. They enjoyed each other very much.</p> <p>Teacher : How old does Mary look? Student : Around 6 or 7. Teacher : What's she carrying? Student : The school bag.</p> <p>White as snow. ran to her.</p> <p>Mary had a little lamb.....all harm.</p> <p>Mary had a little lamb.....all harm.</p> <p>Mary had a little lamb.....all harm.</p>		

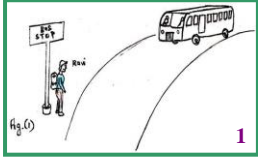
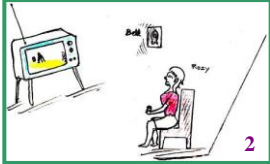


The teacher will ask the trainees to make lesson plan of poetry and discuss.



Lesson Plan of Structure

Topic- Till

Content words- watching, finish, arrive

Procedure	Language Material
<p>Presentation:</p> <p>The teacher will present the language item or structure in four meaningful situations with the help of pictures.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> <div style="text-align: center; margin-top: 20px;">  </div>	<ol style="list-style-type: none"> 1. This is Ravi. He is waiting for his school bus. Ravi waited at the bus-stand till his school bus arrived. 2. That is Rosy. She is watching the television. Rosy watched the television till dinner time. 3. This is Anjali. She is doing her job on computer. Once Anjali starts working she doesn't stop till it's finished.
<p>Mechanical Drill:</p> <p>The teacher will ask the students to repeat the key sentences after him.</p> <p>Semi-Mechanical Drill:</p> <p>The teacher will give some clue words and ask the students to complete the key sentences.</p> <p>Non-Mechanical Drill:</p> <p>The teacher will create some new situations with the help of pictures.</p> <div style="text-align: center; margin-top: 20px;">  </div>	<ol style="list-style-type: none"> 1. Ravi waited at the busstand till his school bus arrived. 2. Rosy watched the television till dinner time. 3. Once Anjali starts working she doesn't stop till it's finished. <ol style="list-style-type: none"> 1. Ravi _____ busstop _____ school bus. 2. Rosy _____ television _____ dinner time. 3. Anjali _____ working _____ it's finished. <p>There are some boys in the field. They are my friends. They are playing hockey. They played hockey till sunset.</p> <hr/> <p>This is Shobha. She is studying. Shobha will study till 7 O'clock in the evening.</p>

Consolidation:

Reading: The teacher will ask the students to read the sentences written on the blackboard one by one.

Writing: The teacher will ask the students to note down all the sentences in their notebooks.

(VI) Assignment:

The teacher will give some language work to the students as home work.

1. Ravi waited at the busstand till his school bus arrived.
2. Rosy watched the television till the dinner time.
3. Once Anjali starts working she doesn't stop till it's finished.
4. They played hockey till sunset.
5. Shobha will study till 7 O'clock in the evening.




Q. Arrange the words in a meaningful sentence:-

1. Sonu his school bus for waited two hours.
2. Goldy eat till didn't night late.
3. Raju's team till hockey sunset played.
4. Shobhit 6 O'clock in the evening studied till.

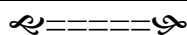
Lesson Plan of Composition

Topic-The Rabbit and the Tortoise

Content words: Proud, foolish, confident, decide, slow, steady, soundly

Procedure	Language material
<p>Introduction:</p> <p>The teacher will introduce the topic with the help of some sketches and by asking some questions based on their previous knowledge.</p>    <p>Teacher's Statement:</p> <p>Presentation:</p> <p>The teacher will present the story with the help of sketches and statements.</p> <p>Once upon a time a rabbit met a tortoise in a jungle. The rabbit was proud of his speed. He laughed at the tortoise for his short legs and said, "you are very slow." The tortoise said, "One should not laugh at anybody." The rabbit laughed loudly and said, "Don't preach, let's have a race and see who wins." So they decided to have a race.</p> <p>The goal was decided and they both started the race together. The rabbit ran fast and the tortoise was very slow. When the rabbit had covered half the way, he looked behind and saw that the tortoise was far behind. As the rabbit was very much confident, he thought of taking a rest. So the rabbit sat under the shade of a tree and slept soundly. On the other hand the poor tortoise kept on running slowly and steadily. So it reached the fixed goal. When the rabbit woke up he ran fast again. But when the rabbit reached the goal, he saw that the tortoise was already there.</p> <p>In this way, the slow but steady tortoise won the race. The moral of the story is 'Slow and steady wins the race.'</p> <p>Development of blackboard summary:</p> <p>The teacher will ask some questions pointing out the pictures and will write down the answers given by the students on the blackboard.</p>	<p>Teacher : Do you like stories?</p> <p>Student : Yes, we like stories.</p> <p>Teacher : What kind of stories have you heard?</p> <p>Student : We have heard stories about kings, prince and princess, animals etc.</p> <p>Teacher : Name some animals?</p> <p>Student : Lion, tiger, fox, elephant, rabbit...</p> <p>Teacher : Which animal walks very slowly.</p> <p>Student : Tortoise</p> <p>Teacher : Say after me-tortoise.</p> <p style="text-align: center;">Ok, children, Today I shall tell you a story about a rabbit and a tortoise.</p> <p>Teacher : Where did the rabbit meet the tortoise?</p> <p>Student : The rabbit met the tortoise in</p>
<p>Teacher : Where did the rabbit meet the tortoise?</p> <p>Student : The rabbit met the tortoise in</p>	<p>Teacher : What did he see?</p> <p>Student : He saw that the tortoise was far behind.</p>

<p>the jungle.</p> <p>Teacher : Was the rabbit proud of his speed?</p> <p>Student : Yes, the rabbit was proud of his speed.</p> <p>Teacher : Why did the rabbit laugh?</p> <p>Student : The rabbit laughed at the tortoise for his short legs and slow speed.</p> <p>Teacher : What did they decide to have one day?</p> <p>Student : They decided to have a race.</p> <p>Teacher : Did they start the race together?</p> <p>Student : Yes, they both started the race together.</p> <p>Teacher : Who ran very fast?</p> <p>Student : The rabbit ran very fast.</p> <p>Teacher : Who ran very slowly?</p> <p>Student : The tortoise ran very slowly.</p> <p>Teacher : What did the rabbit do when he reached half the way?</p> <p>Student : When the rabbit reached half the way, he looked behind.</p>	<p>Teacher : What was the rabbit confident of?</p> <p>Student : The rabbit was confident of his fast speed.</p> <p>Teacher : What did the rabbit think of?</p> <p>Student : The rabbit thought of taking a rest.</p> <p>Teacher : What did the rabbit do then?</p> <p>Student : The rabbit sat under the shade of a tree and slept soundly.</p> <p>Teacher : What did the tortoise do at that time?</p> <p>Student : At that time, the tortoise kept on running and reached the fixed goal.</p> <p>Teacher : What did the rabbit do when he woke up?</p> <p>Student : When the rabbit woke up he ran very fast and reached the fixed goal.</p> <p>Teacher : Who reached the fixed goal first?</p> <p>Student : The tortoise reached the fixed goal- first.</p> <p>Teacher : What is the moral of the story?</p> <p>Student : The moral of the story is 'Slow and steady wins the race.'</p>
<p>Consolidation: { Reading: The teacher will ask the students to read the sentences written on the blackboard one by one. Writing: The teacher will ask the students to write down the story written on the blackboard in their notebooks.</p>	
<p>Assignment: The teacher will give the students some work to do at home. Complete the story with the help of the words given below:</p>	
<p>Thirsty, water, pebbles, reach, in search of water, level, crow, pitcher, thirst, dropped, quenched</p>	
<p>Once there was a _____. He was very _____. He flew here and there _____. He found a _____ in the garden. He tried to drink _____ from the pitcher. But he could not _____ water. He saw some pebbles around the _____. He _____ the pebbles one by one in the pitcher. The _____ of the water came up. The crow _____ his _____.</p>	
<p>The teacher will ask the trainees to make lesson plan of composition and discuss.</p>	



Lesson plan based on Pedagogy. English Grammar

Date-

Class- 7

Topic-Adjectives

Period-

Duration-

General Aims-

1. To enable students to have ability to use the language.
2. To develop a scientific attitude about the language.
3. To improve student's ability to handle the structural patterns of the language.
4. To develop student's insight into the structure of English language.
5. To enable the student to express their ideas logically and correctly in a speech and writing.
6. To develop their mental abilities of reasoning and correct observation.
7. To enable the student assimilate the correct patterns of the language without rote memorization.

Specific Aim-To acquaint the student about adjectives

Material Aids (TLM)

1. Some examples of adjectives are written on roller board.
2. Ordinary class room equipments.

Previous knowledge-

1. The students have already studied noun, pronoun and verb.
2. The students have general knowledge about adjectives

Introduction-

Questions	Expected Answers
1. Which term is used for the name of person place or things?	Noun
2. Which word can be used in place of noun?	Pronoun
3. Which word is used to tell the quality of noun or pronoun?	Problem?

Statement of aims-

The word which is used to tell the quality of noun or pronoun is known as adjective which will be studied today in the present lesson 'Adjective'.

Presentation-

The lesson will be developed through inductive method. The teacher will present some English sentences containing adjective written on roller board.

1. She is poor.
2. Ram is a good boy.
3. The flower is plenty.

Observation-

The teacher will instruct the student to observe the above examples carefully.

Analysis-

The teacher will analyse the observed examples with the help of the students as following.

She is poor.

Questions	Expected Answers
1. What is kept in the first place of the sentence?	She
2. What is the place of 'she' in this sentence?	Subject
3. What is 'she' in grammar?	Poonam
4. After 'she' which word has been used?	Is
5. What is 'is' in grammar?	Verb
6. After 'is' which word has been used?	Poor
7. What is 'poor' in grammar?	Adjective
8. What is 'Ram' in grammar?	Noun
9. After 'Ram' which word has been used?	Is
10. What is 'is' in grammar?	Helping verb
11. After 'is' which word has been used?	A
12. What is 'a' in grammar?	Article
13. After 'a' which word has been used?	Good
14. What is 'good' in grammar?	Adjective

Classification-

A word which tell the quality of a noun or pronoun is called adjective.

Colour- red, green white,black etc.

Size- long, tall,short,small etc.

Category- poor,rich,good,bad,proud etc.

Generalization-

Now the teacher will generalized all the facts to establish the definition on the basis of above classification.

Definition-

An adjective is a word which tells the quality of a noun or pronoun.

Writing and supervision work-

The teacher will ask the students to note down the definition in their note-books as written on black board while he will superwise the class.

Class-Work-

The teacher will ask the students to recognize adjectives in the following sentences written on the black-board for the revision of taught subject matter.

1. This is a beautiful flower.
2. The grass is green.
3. He is heaviest man.
4. The pen is black.

Home-Work-

The teacher will ask the students to note down the following work written on the black-board, In their note-book and complete it at their home.

Instruction-

Fill in the blanks with suitable adjectives.

- 1- Babar was a ----- king.
- 2- She has a-----ring.
- 3- Sita is a----- girl.