

B.T.C. Training Module Fourth Semester

Content

1. Theoretical aspects

- Different approaches and methods of teaching English
 - Grammar translation method.
 - Direct method
 - Structural approach cum situational technique.
 - Communication approach.
 - Listening with comprehensions-Public announcements, T.V. News etc.

2. Content specification

- Grammar
 - Complex and compound sentences
 - Commands and requests
- Tenses : Present, Past & Future
 - Indefinite
 - Continuous
 - Perfect
 - Perfect continuous
- Grammar
 - Preposition
 - Conjunction
- Writing
 - Description of Pictures of objects.
 - Letter, Applications.
 - Filling up the forms.
- Lesson planning

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 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 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 enough. For instance, once they know the pattern If.....had been..... 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, 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 the order of grading.

The Situational Approach:

The Structural Approach is often combined with the Situation 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 wanted to tell the pupils what its name is in English. The meaning 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 pupils 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 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 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 student using it themselves in speech, before any 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 or and/or writing it many times. 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. 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.

Communicative Approach

The communicative Approach also known as communicative language teaching (CLT) emphasizes interaction and problem solving as both the means and the ultimate goal of learning English. As such, it tends to emphasize activities such as role play, pair work and group work. It switched traditional language teaching's emphasis on grammar and the teacher-centred classroom, to that of the active use of authentic language in learning and acquisition.

CLT is interested in giving students the skills to be able to communicate under various circumstances. As such, it place less emphasis on the learning of specific grammatical rules and more on obtaining native-speaker like fluency and pronunciation students are assessed on their level of communicative competence rather than on their explicit knowledge. It is more of an approach or philosophy

than a highly structured methodology. David Nunan listed five key elements to the communicative approach.

- 1- An emphasis on learning to communicate through interaction in the target language.
- 2- The introduction of authentic texts into the learning situation.
- 3- The provision of opportunities for learners to focus not only on the language but also on the learning process itself.
- 4- An enhancement of the learners own personal experiences as important contributing elements to classroom learning.
- 5- An attempt to link classroom language learning with language activation outside the classroom.

Learner and teacher roles

Communicative language emphasizes “self direction for the learners”. As the teacher won’t be around to guide them the whole time, especially not when the learners speak the language outside the classroom. They are expected to take on a greater degree of responsibility for their own learning. This is essential for the active development of the new language. The learner should enter into situations where communication takes place as much as possible to increase his or her communicative proficiency.

Teachers no longer rely on activities that require repetition, accruals and memorization of sentences and grammatical patterns. Instead they require the learners to negotiate meaning and to interact meaningfully in the new language. Learners have to participate in classroom activities based on a cooperative rather than individualistic approach to learning. They need to listen to their peers in order to carry out group work successfully.

The teacher adopts different roles. On the one side she is a facilitator a guide on the other hand a coordinator, an ideal – person and a co-communicator. She talks less and listens more to the students’ output. In addition to that, the teacher also identifies the students’ learning strategies and helps the students to improve them if necessary and shows them how to work independently. Instructional tasks become less important. That doesn’t mean that they aren’t used at all, but with less significance.

These changes give the teacher more scope for variety and creativity and she gives up her status as a person of authority in a teacher-learner hierarchy. It is the teacher’s responsibility to be creative and prepare appropriate material at home. The teacher can also assume other roles, for example the controller.

Materials:- Materials play an important role in communicative language teaching. They provide the basis for communication among the learners. There are three basic types of materials.

- 1- Text-based materials
- 2- Task-based materials
- 3- Realia

Text-based material like text books will if designed on CLT. Principles on which they can build up conversations. They may contain visual cues, pictures and sentences fragments which the learners can use as a starting point for conversation. Other books context of different text the teacher can use for pair work. Both learners get texts with different information and task is to ask each other question to get to know the content of the missing piece.

Task- based material consists of exercise hand-books, cue cards activity cards pair communication practice materials and student-interaction practice booklets pair communication practice material contains material for a pair of students. It is similar to a task using text based material. Both students have different kinds of information and through communication they need to put the part together. Other pair work tasks involve one student as an interviewer and the other one as interviewee. Topics can range from personal experience and telling the other person about one's own life and preferences to talking about a topic that was discuss in the news recently.

Using radio incommunicative language teaching means using authentic material, for example news paper article, photos, maps, symbols and many more. Material which can be touched and held makes speaking and learning more concrete and meaningful. Maps can used to describe way from one point another and photos can be used for describing where things are placed. In front of, on top are under heath something, and so on.

A classic example of a communicative classroom activity in the jigsaw-activity. Functional communication activities require students to use their language resources to over come an information or solve a problem. Usually the class is divided into several groups and each group has a different piece of information needed to complete an activity. The task of the class is to fit all the pieces together to complete the hole they must use their language resources and communicative strategies to communicate with each other in order to get the information the group do not have.

Advantage and Disadvantage

- The most obvious advantage in communicative language teaching is that of the increases of fluency in the target language.

- This enables the learners to be more confident when interaction with other people and they also enjoy talking more.
- The approach also leads to gains in the areas of grammatical sociolinguistic/discourse / strategic/competence through communication.

Classroom activities:-

Classroom activities used in communicative language teaching include the following.

1. Role play
2. Interviews
3. Information gaps
4. Games
5. Language exchanges
6. Surveys
7. Pair-hole
8. Learning by teaching

Grammar

The Advanced Learner's Dictionary says: Grammar : "Rules for forming words and combining them into sentences". This definition reflects the common understanding of the term. There is how ever a larger meaning, as defined by the Oxford reference Dictionary, viz: "phonology, morphology and syntax". The extended definition implies rules of pronunciation and word formation as well as those of putting words in sentences. With regard to the place and use of grammar in the teaching of English we generally meet with two strongly-held views, (I) That it should have no place because it does not help to achieve practical command of

the language and (II) that it is frame-work of the language and accuracy is impossible without early grammatical grounding.

The grammar that we teach or on which we base the teaching should, therefore, relate to the English that is actually used today. It is better that for all learners Grammar be introduced as a formal lesson at a later stage in the learning process. Finally we agree with Billows who says “we learn a language most easily, most naturally and most healthily when we learn it as if it were our own, from the inside, as a native does. If on the other hand we begin with the schematization of grammar, we cultivate that on-looker attitude which makes subsequent participation difficult”.

Complex & Compound sentences:

On the basis of structure there are three kinds of sentences. Simple, compound & complex.

Simple sentences- it has only one finite verb it has one clause, which is an independent clause.

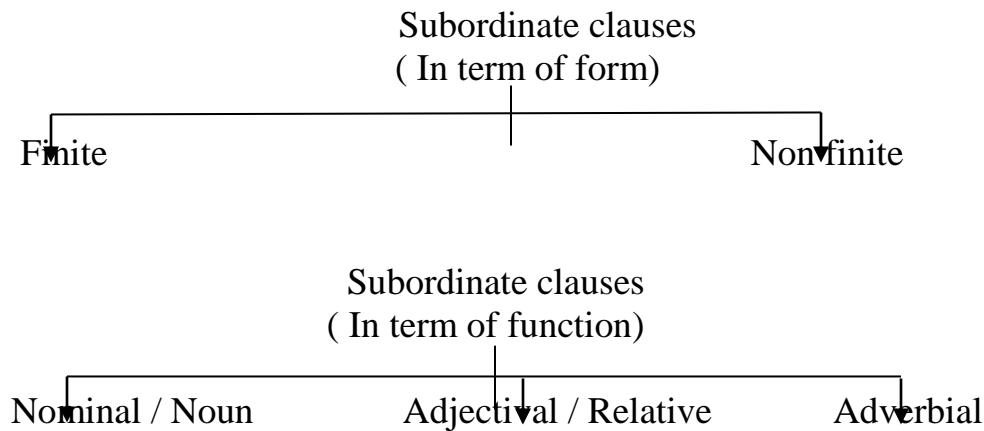
Compound sentence- it has two or more independent clauses joined together with one or more coordinating conjunctions.

As-: I arrived there at 8 o’ clock and the examination began at 8:30 am.

Complex sentence- it has one subordinate clause or more than one subordinate clause and one or more principal clause.

As-: that she is still alive is a corrolation.

Subordinate clause are often classified under two headings-



Requests-

We can use can, could, may, might, will and would to make requests.

Can is used to make a simple request in an informal manner. Could is also used to make a request. The use of could is more polite than can.

As- Can I it with you?

Can I have some water please?

Could I see the principal, please?

May and might are more formal than can and could to make requests.

Requests made with might are very formal and are therefore and usual.

As- May I know your name, please?

Might I know if the results have been declared?

Will and would can also be used to make polite requests for actions in the immediate or distant future.

As- Will / would you open the door, please?

Will / would you lend me your book?

Tenses-

Tense is a grammatical term. It serves as a indicator of the form of a verb. English verbs have two tenses present and past. There is nothing like a separate future tense because it does not have a unique indicator that can be isolated. Shall and will are modal auxiliaries not markers of future tense. Although there is no separate future tense, the term is frequently used because the shall/will form is still the commonest way of expressing future time.

All the three tenses have four forms:

1. Indefinite
2. Continuous
3. Perfect
4. Perfect continuous

Indefinite tense- Present indefinite is used mostly to talk about things that are always true, and things that happen repeatedly.

As: Lions eat meat.

I work every Sunday.

The train stops at Allahabad.

The Sun rises in the east.

What do you think?

We use future indefinite to say things that we think, or about the future or to ask questions about the future. Further we can use it when we decide or agree to do things, and when we talk about retuning and promising.

As:

I think it will snow tomorrow.

I will call you.

The can won't start.

We use past indefinite for complete finished actions. This form is often used in stories. We often use it to talk about when things happened.

As: I read two chapters yesterday.
Manish did not go to Lucknow.
He saw you.
Where did Brijesh stay?

Continuous-

we use the present continuous to talk about things that are happening just around the time when we speak. We make present programming verbs with be (is, am, are, was, were)+.....ing.

As-

They are working.
Shalu is studying this party.
What are the children making?

Some verbs are normally used in simple tenses, not progressive. Some important non-progressive verbs are: hate, know, like, love, mean, need, prefer, seem, understand, want.

We use the past continuous to talk about action which were unfinished at a past time we make the past progressive with was/were +ing.

As- Were you watching T.V. at 8:00

I was playing
All the children were writing.

The future progressive form of a verb is-will be + present participle. The future progressive form of have is-will be + having. It expensses an action in progress at some time in future.

As- I shall be leaving far Newyork next year.

She will be + yping letters all day tomorrow.

Perfect tense – We use the present perfect to talk about past action with some importance now.

Use of Preposition

“A preposition is a word which comes before a noun or a pronoun to tell its relation with another noun or pronoun”.

Example: The cat is on the table.

Here ‘on’ is a preposition which shows the relation between cat and table.

There are many prepositions. Some prepositions are given below with the use of it.

1. Between/Among:

Example: 1. Distribute these books between Ram and Shyam.

2. Distribute these books among Ram, Shyam, Geeta and Seeta.

In example first, the preposition ‘between’ is used only for two and in example second the preposition ‘among’ is used for more than two.

2. In/At:

Example: 1. He lives at Katra in Allahabad.

2. I live at Allahabad in U.P.

It is clear by examples that the preposition 'at' is used for small areas and 'in' is used for big areas.

3. With/By:

Example: 1. The ball was hit with the bat.

2. Ram was beaten by Shyam with a stick.

So, the preposition 'with' is used for non-living things or instruments while, 'by' is used for living agent.

4. In/Into:

Example: 1. Ram is in the room.

2. The child jumped into the river.

Here the preposition 'in' shows the thing or person in static situation living inside while, 'into' shows the dynamic situation of the thing or person from outside to inside.

5. Of/From:

The preposition 'of' is used for that material which is unchanged by the situation but the preposition 'from' is used for the things which are changed by the changing of situation. For Example:

1. Butter is made from milk.

2. Ring is made of gold.

Here in first example milk is changed in butter but in second example gold is gold in ring form also. It is unchanged.

6. Over/Above:

The preposition 'over' is used for vertical position while 'above' is used for more higher than over.

For example: 1. A fan is running over my head.

2. The sky is above us.

7. Beside/Besides:

'Beside' means 'at the side of' and 'Besides' means in addition to.

For Example: 1. Seeta is sitting beside me.

2. He gave me a pen besides a book.

8. Till/Until:

'Till' is used for a short time but until is used for a long time.

- Example:**
1. I shall not go in bet till I finish my work.
 2. The condition of India will not change until the development in every areas.

Conjunction

Conjunctions connect two or more grammatical units. These units may be words, phrases, main clauses, subordinate fall into two main classes.

Coordinating Conjunction- Such conjunctions are and, or, but, yet, for, as well as, both....and, either.....or, neither.....nor, whether..a.

Subordinating Conjunction- There words introduce subordinate clauses and connect them with main classes. Examples of such conjunctions are although, as, because, how, if, since, that, what, where, which, while etc.

Writing:

Picture Description and Picture Story

What is picture description and its importance in reading and writing skills-

When we describe $\frac{1}{4}o.kZu\frac{1}{2}$ a complete activity through a picture we call it picture description. We know that children are delighted to see a picture and take interest in the given picture. It will be a great opportunity $\frac{1}{4}volj\frac{1}{2}$ for a teacher to enhance reading and writing by providing $\frac{1}{4}nsdj ;k$ $miyC/k djkdj\frac{1}{2}$ and discussing $\frac{1}{4}ppkZ djds\frac{1}{2}$ it in class. Picture description is considered the most important and useful teaching learning material aid in schools. Children can easily learn difficult items through picture description. Where real situations are not possible a picture description would be more effective $\frac{1}{4}izHkko'kkyh\frac{1}{2}$.

How picture description can be useful in reading and writing-

1-Activity- First the teacher will discuss the picture orally $\frac{1}{4}ekSf[kd\frac{1}{2}$ and then write a few sentences on the blackboard and ask the students to read the sentences one by one and then write down the sentences in their notebooks.

Example-First the teacher will make a picture on the black-board and discuss the picture and write sentences in their black-board.

1. This is a classroom.
2. There is a table in the room.
3. A ball is on the table.
4. A basket is under the table.
5. Sonu is standing beside the table.
6. The fan is over the table.

Now the students will read these sentences and later they will note down these sentences in their notebooks. The teacher can also make a chart related to some items as preposition, verb, adjective etc. and through the picture description she can enhance reading and writing among the children. During reading activity the teacher must pay attention to correct pronunciation $\frac{1}{4}mPpkj.k\frac{1}{2}$. Wrong pronunciation must be corrected by the teacher.

2-Activity (for writing skill)- Teacher will make a specific picture that shows a zoo, park etc. Then ask the children to observe the picture carefully and discuss it with them. After discussion the students will write about the picture in their notebook. After writing work they will read the sentences.

What is picture story and its importance in reading and writing skill-

Picture story is appropriate not only for pre-school education, but continues to be significant even in later classes. Fantasy and mystery play an important role in the child's development. Through picture story a student can easily comprehend the subject and pictures will make the students inspired to know about the story and it will encourage the students to read the story. In this way we can enhance the reading skill through picture stories. For writing purpose give some pictures related to any story which the students can easily comprehend and give some hints about the story and make students write sentences about the pictures related to the story. After writing work students will read their stories.

Reading Through Recognition

Picture Description



s are birds that are active when the



goes down and the



comes out at night. They have big



but can not see things

that are close to them. Their faces are shaped like a



and they have

sharp



s called "talons". They love to prey on



Some s even hunt for s and small s. They can not chew their food because like all birds, they do not have any teeth. A group of



s is called a "parliament". Their are white in colour. A baby is called a owlet.



After reading the above description make sentences with each of the given pictures:-

1.



.....

2.



.....

3.



.....

4.



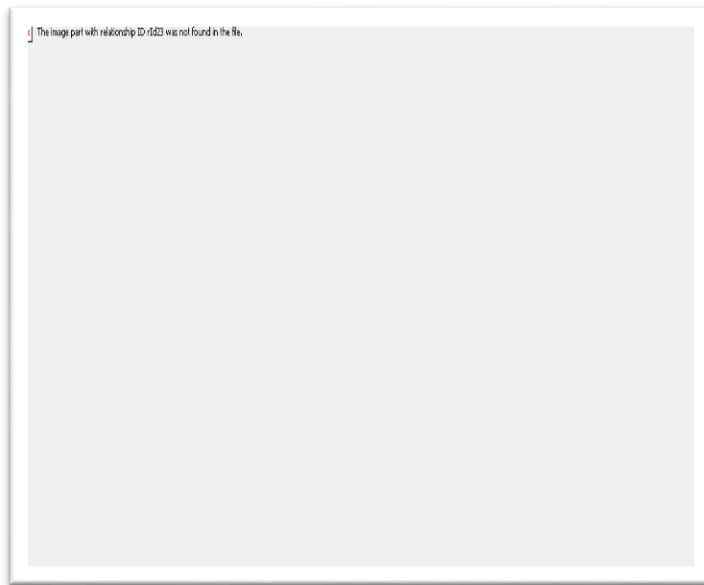
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5.



.....

Picture Description



This is a rabbit. His name is Bittoo. He has two long ears and two beady eyes. He is white as snow. He has sharp teeth. He loves eating carrots. He is happy.

Look at the picture and select correct sentences from the above passage and write in front of each picture-

1.



2.



3.



4.



Picture Description

This is Maya's ball.

It is a big ball.

Maya can bounce the ball.



This is Meera's doll.

Meera calls her bebo.

Bebo can sing.

This is Reema's car.

It goes whoosh-whoosh.

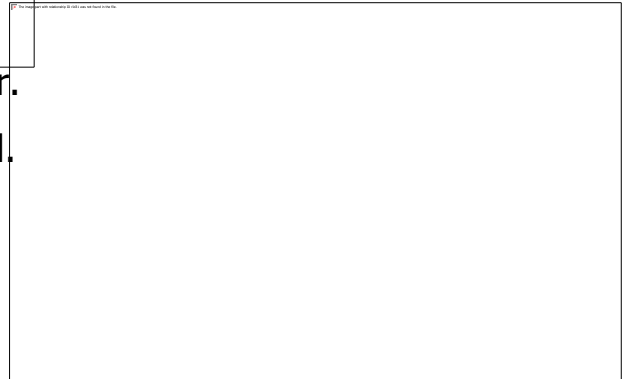


Reema is playing with her car.

Meera is playing with her doll.

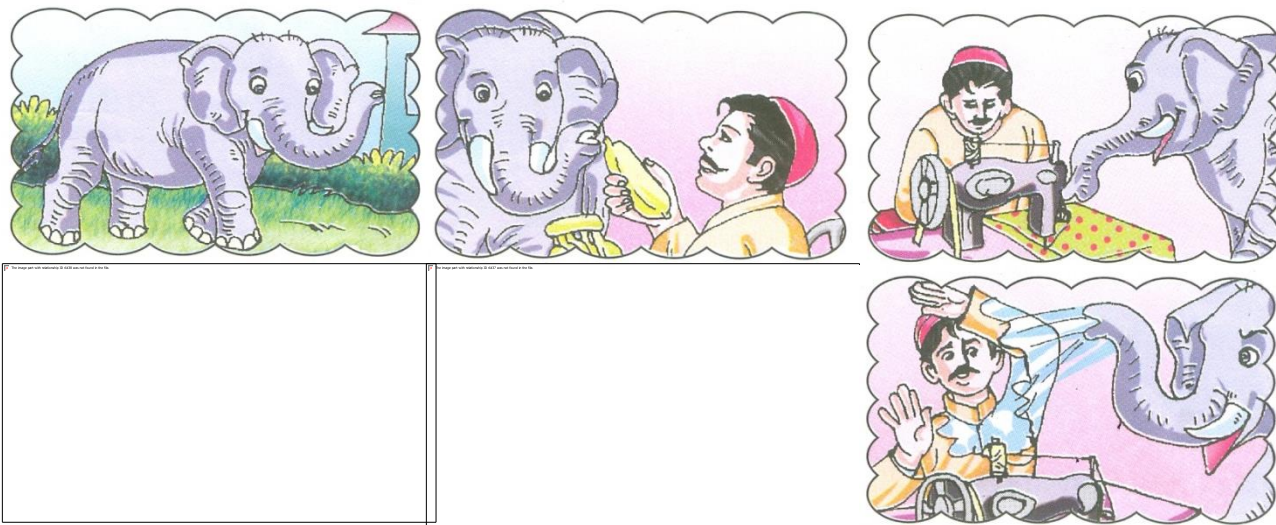
Maya is playing with her ball.

They are playing together.



1. Let us discuss the picture given below and write at least ten sentences-

Picture Story



Raju was a young tailor and Nandu was a young elephant who lived in a nearby jungle. Everyday Nandu came to Raju's shop while going to the river to bathe. Raju used to give Nandu a fruit everyday. Both became friends. One day Raju was sad and at that time Nandu came to his shop. In anger Raju pricked a needle in his trunk. At that time Nandu went quietly but while returning from the river he filled its trunk with water. When he came to Raju's shop he poured all the water over Raju. Raju realized that he had done wrong.

Thus we learn from the story you will be paid for your wrongs.

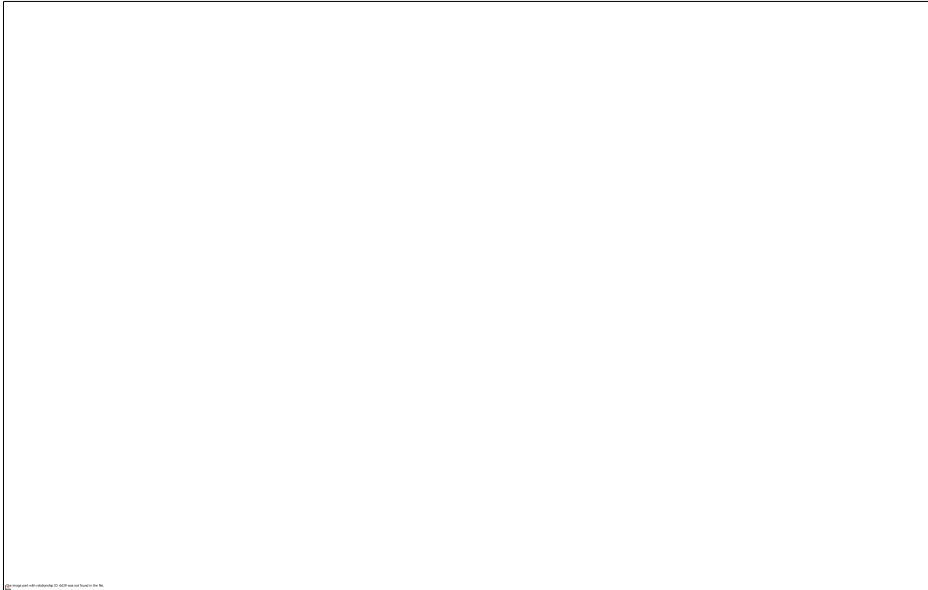
2. vc cPps bls viuh note book esa fy[ksa vkSj fjDr Lfkku Hkjsa vkSj bls i<s+&

Raju was a young and Nandu was a young elephant who lived in a nearby Everyday Nandu came to Raju's while going to the river to bathe. Raju used to give Nandu a everyday. Both became One day Raju was sad and at that time came to his shop. In anger Raju pricked a needle in his At

that time Nandu went quietly but while returning from the he filled its with water. When he came to Raju's shop he poured all the over Raju. Raju realized that he had done wrong.

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Picture Story



Once a duckling named Lily lived in a little pond. She was quite helpful to others. One day Lily was swimming

around in the pond, suddenly she saw an ant moving up and down in the water. It was almost drowning. "Help..... help" cried the ant. The duckling heard the cry and moved towards the ant. The duckling thought that she must help her. She lifted the ant using the beak and swam towards the shore. The ant jumped on to the shore. By that time the mother duck and mother ant also reached there. The duckling and the ant were very happy and shared their happiness with their mothers.

3. Now find out at least ten sentences which have these words-

duckling, helpful, pond, ant, water, cry, beak, shore, happy, share

1.
2.

3.
4.
5.
6.
7.
8.
9.
10.

Picture Composition Trees

These are trees. They are very useful for us. They give us fruits, leaves



and wood. It is impossible to live without trees because they give oxygen which is very necessary for our life. Trees give shelter to the birds, animals and

human beings too. So we should not cut trees but should follow this saying- "Save trees". We should take an oath to plant at least two saplings every year. You can do this great work on your birthday, parents birthday or on any festival.

11. Look at this picture and write as many sentences you can, about this picture-

Picture Composition

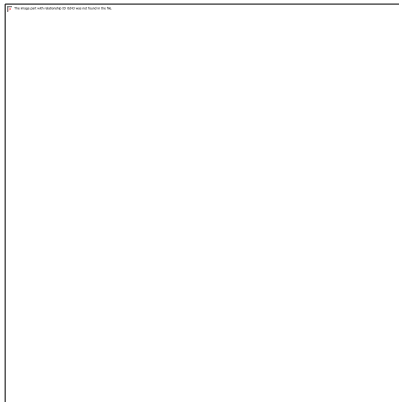
Saina Nehwal



Saina Nehwal is an Indian Badminton player. She was born on 17 March 1990 in a Jat family to Harvir Singh Nehwal and Usha Nehwal at Dhindar village in Hissar, Haryana district. She plays for "Hyderabad Hotshot" in Indian Badminton League. She is the first Indian to win a medal in Badminton

at the Olympics and has won the World Junior Badminton Championship. She received the Arjuna Award in 2009, Rajiv Gandhi Khel Ratna in 2009-10 and Padma Shree in 2010. She is the pride of India. We should also try to be like her.

12. Look at this picture and write a few sentences with the help of words given below-



Name- Sachin Ramesh Tendulkar
Father- Mr. Ramesh Tendulkar
Mother- Mrs. Rajni Tendulkar
Birth- 24 April, 1973
Birth place- Mumbai, Maharashtra
Awards- Arjuna Award (1994), Rajiv Gandhi Khel Ratna Award (1997), Padma Shree and Padma Vibhushan (1999), Bharat Rantan (2014)

cricket, name, parent, captain, birthday, birthplace, family, awards share

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

Letter Writing

In writing letters, you have to remember a few points usually two types of letter are written-(1) formal letters and (2) In-ternal letters. But the two types have a few common points. They are as follows.

- (1) **The Heading** - This includes your address and the date write it in the upper-right corner of the page and spell out the name of the month to avoid confusion.

Note- Punctuation and the order are important in ‘the heading.’

Punctuation- (a) There should comma after the last line of the address.

Order (1) Number of the house

- (2) Name of the street
- (3) Name of the town
- (4) Name of the state
- (5) Pin code (if any)
- (6) Date (three are different ways of writing dates)

Step-2 The Solution- This is the ‘hello’ part of your latter and is also known as the greeting. It is located on the next line after the heading, but it is placed on the left side of the page about an inch from the edge. The name as the person should be capitalized and followed by a comma.

Step-3 The Body Here is where you express thoughts and ideas. In other words, it is the reasons for writing the letter. Start under the solution, an inch the left edge or the page (5spacs).

Step-4 The Closing This is the “good-bye” part of the letter usually, words such as “your truly” or “have” are used here. Closing should make the reader feel like you really care or that you really mean what you have written. Place the closing about two-thirds or the way across the page from the left side or in the line with the heading. The first word in the closing should be capitalized. The last word in the closing should be followed by a comma. Also if you letter is more than one page long, be sure to number each page after the first.

Step-5 The Signature Sign the letter in your own hand writing just below the closing.

Note- If there is something you have forgotten to say in your friendly letter, but you have already signed it, you can add to the letter by using the abbreviation “ps”. It stands for the Latin phrase post scriptum, meaning “after some thing is written. Write P.S. at the left hand margin and your final message below.

Types of Letters -

Informal Letters- Informal letters are written to friends and relatives. The letter should be written in three parts-the introduction. The body or the message and the conclusion.

Introduction- Generally a personal letter, It is a reply, begins with a sentence like the following:

I have just received your letter. Thank you so much for writing to me. It was nice to hear from you after such a long time. You will be glad/sorry to learn, etc.

The message forms the body of the letter. In it you say what you want to say to the other person.

Conclusion- A personal or informal letter ends with a polite wish.

Example- Hope to see you/my love and good wishes /with best regards/with love etc. Then you write ‘yours affectionately’. Lastly, you should put your signature.

Formal Letters – Letters in the form of applications, placing of orders, acknowledgement of letters, making some enquiries, etc, are formal letters. These letters are written to officials, businessmen, etc. They must be brief and to the point. If you want to give information about yourself, your examination record, etc. in an application, copies of these should be attached to the main letter in the form of enclosures.

Here are some examples of formal letters.

Informal Letter

229G/43
Pritam Nagar
Allahabad
03 July 2015

Dear Anita Singh

Thank you very much for last letter. It was great to hear from you after so many months. You seem to be having a nice time in Allahabad.

Thanks also for the photographs. I absolutely loved that snap of yours standing in front of the Sangam. Allahabad looks stunning. Somebody, I would definitely like to go there.

There’s not much happening here. I am busy with my work and kids.

By the way, are you coming home anytime soon? If you are, let me know the dates and we can arrange to meet up.

Hope to see you soon!

Your loving
Kavita Singh

Formal letter

To,

The District Supply Officer,
Allahabad.

Sir,

Most respectfully I beg to say that the marriage ceremony of my sister will be solemnized on 10 June, 2015. So I need sugar for the function.

I, therefore, request you to issue me a permit for 60kg. of sugar.

I shall be much grateful for your act of kindness.

Yours faithfully

Dinesh Singh

J.P. Nagar (Allahabad)

2nd June, 2015

Filling the tense forms

Fill in the blanks with the right tense forms of the verbs given in brackets. (Use either the present simple or the present continuous form, whichever is suitable).

1. My uncle(write) a book. He...(expect) to complete in a month.
2. The chairman(speak) still. He usually.....(make) short speeches, but today he (speak) at some length.
3. Suresh...(read) for a test. Don't disturb him.
4. Ram.....(play) cricket with some friends of his. He....(play) the game very well.
5. Rita.....(learn) to play with violin.
6. Our country.....(make) steady progress in science & technology.
7. My car(give) a lot of trouble these days.
8. Auntie.....(cook) the dinner. it will ready in half an hour.
9. What are these decoration for? What.....(happen) in the school today.

Fill in the blanks with the right tense forms of the verbs given in brackets. (Use either the present perfect or the present perfect continuous form, whichever is suitable).

1. I.....(work) on this problem since morning. I....(solve) it yet.
2. He ...(take) treatment in a hospital. There is now some improvement in his condition.
3. His father.....(live) in a village all his life.
4. The water(boil) for five minutes now.
5. Mr. Gupta.....(write) a novel. He hopes to finish it in a month.

6. He.....(drink) a lot. No one.....(try) to check him.
7. The children....(have) their dinner yet. They(watch) the T.V. since the afternoon.
8. The candidates.....(wait) to be called in since 10 o' clock. The committee.....(not call) any of them yet.

Fill the blanks with the right tense form of the verbs given in brackets. Use the past simple or past Continuous Tense, whichever is suitable.

1. When I.....(enter) the room, my father.....(type) some letters.
2. I.....(do) my homework at 7 o' clock this morning.
3. The people in the house.....(sleep) soundly, when the thief.....(break) into the house.
4. The show.....(go on) when I.....(enter) the theatre.
5. When we.....(play) the match, it suddenly.....(start) raining.
6. The boys.....(listen) to the cricket commentary the whole morning yesterday.
7. While the assembly(discuss) the bill, a crowd.....(demonstrate) outside.

Fill in the blanks with the correct forms of verbs given in brackets. Use the Simple Past or Present Perfect, whichever is suitable.

1. My father.....(buy) a car. He.....(buy) it last month.
2. I.....(see) this film already. I do not want to see it again.
3. Since India.....(become) independent many other countries.....(also become) free.
4. Two prisoners.....(escape) from the jail last week. The police.....(not catch) them yet.
5. Mr. Das.....(join) the staff of this school in 1956. He.....(teach) here for twenty years.
6. I.....(see) the Taj for the first time when I went to Agra last week.
7. He.....(sell) off his old house last month and.....(build) a new one.

Fill in the blanks with the correct forms (Simple Past or Past Perfect) of the verbs given in brackets.

1. Suresh.....(want) to join an engineering college, but he.....(fail) to secure admission.
2. By tea time the team.....(score) 300 runs.
3. Mother.....(have) to cook yesterday. The cook..... (not turn up) .
4. When I.....(reach) the station, the train.....(leave) already.
5. I.....(not see) the man for many years. So I.....(not recognize) him at once when I.....(meet) him.
6. The headmaster.....(be) very disappointed. Twenty boys.....(fail) in the examination.
7. By the end of last year 2000 villages.....(get) electricity.
8. Fill in the blanks with the correct forms (Simple Past or Past Perfect) of the verbs given in brackets.

Fill in the blanks with the correct forms (Simple Future Tense) of the verbs given in brackets.

1. We.....go to Delhi tomorrow.
2. They.....wait for me at the station.
3.Ramesh obey his teacher.
4. Why.....you not go to school today?
5. I.....write a letter.

Fill in the blanks with the correct forms (Future Continuous Tense) of the verbs given in brackets.

1. You.....buying a book tomorrow.
2. They.....not.....running on the road.
3. I.....sleeping here.
4. When.....your father.....coming here?
5.the students not.....listening to their teacher?

Lesson Plan-
Date.....

Subject : English
Unit : Prose
Topic:Caring for yourself

Class:VI
Period III
Duration: 35 min.

General objectives:

1. To enable students to listen, speak and write english correctly with understanding.
2. To enrich active and passive vocabulary.
3. To develop comprehensive ability of students.
4. To enable students to get enjoyment through reading and writing.
5. To develop interest of students for english literature.

Specific Objectives:

1. To enable students to read the passage “Caring for Yourself”.
2. To enable students to comprehend the thought of the passage “Caring for Yourself”.
3. To enrich students vocabulary by adding the following words: garbage, harmful, lizard, importance etc.

Previous Knowledge:

Students have developed all the four fold of language i.e., listening, speaking, reading and writing to a certain extent.

Teaching Aids:

Ordinary classroom equipments: chalkboard, chalk, duster, chart, flesh card etc.

Input		Process			Output	
Expected Behavioral Outcomes (EBOs)		Learning Experiences (L.Es.)			Real Learning Outcomes (RLOs)	
Content	Objectves With Specification	Teacher's Activities	Pupil's Activities	Methods, Technique & Material aids	Evaluation	
Model Reading	Students link their previous knowledge with new knowledge.	Introduction The pupil teacher asks certain questions from students. (showing the chart) (Pointing to one part of the chart) Q.1 What is this boy doing? (Pointing to second part of the chart) Q.2 What is this boy doing? (Pointing to third part of the chart) Q.3 What is this girl doing? (Pointing to fourth part of the chart) Q.4 What is this boy doing? Q.5 Why do we do such type of activities. Statement of Aim: We do such activities for caring ourselves. So well students, today, we shall study the lesson "Caring for Yourselves". The pupil teacher does model reading with correct pronunciation, intonation and stress.	Students answer the questions.	Questioning Chart Caring for Yourself		
	Students know the topic of the day		Ans. This boy is brushing his teeth. Ans. The boy is bathing. Ans. The girl is drinking water/milk Ans. The boy is washing his hands. Ans. Problematic.	Students listen carefully.	Statement	
	Students listen carefully.		Students listen carefully and follow in their book.	Students pronounce	Reading Textbook	
Pronunciation	Students			Pronunciation		

Drill	pronounce the word correctly.	The pupil teacher writes some difficult words on the blackboard and asks students to pronounce after him/her.	the difficult words after the teacher.	drill
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Input Expected Behavioral Outcomes (EBOs)	Process Learning Experiences (L.Es.)	Output Real Learning Outcomes
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Content	Objectives With Specificatio	Teacher's Activities	Pupils's Activities	Methods, Technique & Material Aids	(RLOs) Evaluation
Lmitation Reading	Students read the passage with correct pronunciation.	<ol style="list-style-type: none"> 1. Healthy 2. Ourselves 3. Garbage 4. Cockroaches 5. Mosquitoes 6. Lizards 7. Dirty <p>The pupil teacher asks students to read the passage one by one with proper stress and pronunciation.</p>	Students read the passage aloud one by one.	Listening, reading textbook	
Correction of Mistakes	Students pronounce words correctly	<p>The pupil teacher corrects the mispronounced words of students and wrote them on the blackboard.</p> <p>The pupil teacher exposes some new words.</p>	Students pronounce the words correctly after the teacher.	Pronunciation drill	
Exposition of words	Students enrich their vocabulary	<p>The pupil teacher exposes some new words.</p> <p>1. Garbage: wasteful things (showing the some wasteful things) Everyone throws <u>garbage</u> from his house.</p> <p>2. Harmful: injurious smoking is <u>harmful</u> for</p>	Students listen carefully and look at the blackboard.	Direct object usage Word meaning	

Silent reading	Students read the passage silently.	<p>health.</p> <p>3. Lizards: an insect (Showing the picture of lizards)</p> <p>We should keep our food far from <u>lizards</u>.</p> <p>4. Important: special Milk is very <u>important</u> for our health.</p> <p>The pupil teacher asks students teacher asks students to read the passage silently.</p>	Students read the passage without lip movement.	<p>usage</p> <p>Flesh card usage</p> <p>Word meaning usage</p> <p>Supervision</p>	
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Input		Process			Output
Expected Behavioral Outcomes (EBOs)		Learning Experiences (L.Es.)			Real Learning Outcomes (RLOs)
Content	Objectives With Specificatio	Teacher's Activities	Pupils's Activities	Methods, Technique & Material Aids	Evaluation
Compre-hension Questions	Students comprehend the passage and give answer.	The pupil teacher asks some questions from students to see if students have comprehended the passage or not.	<p>Students answer the questions.</p> <p>Ans. We should throw garbage into the dustbin.</p> <p>Ans.We should not eat open food because many harmful insects and germs get into open food.</p> <p>Ans.We should keep our books, toy, shoes and clothes in their proper place.</p> <p>Ans.We should wash our hands before and</p>	Question Answer	<p>Q.1 where should we throw garbage?</p> <p>Q.2 Why should We not eat open food?</p> <p>Q.3where should You keep your Books, toy,shoes & clothes?</p> <p>Q.4 Why should We wash our</p>

Blackboard Summary	Students develop writing skill.	The pupil teacher asks students to note down blackboard word and supervise the class.	after eating something because dirty hands have germs which can make us sick. Students note down the blackboard word in their notebook.	hands before and After eating something Black-board, Chalk, supervision Pronunciation Drill Healthy, Ourselves, Garbage, Cockroaches, Mosquitoes, Lizards, Dirty Exposition of words 1.Garbage: wasteful things Everyone throws <u>garbage</u> from his house. 2.Harmful: injurious smoking is <u>harmful</u> for health. 3.Lizards: an insect we should keep our food for from <u>lizards</u> .
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In put		Process			Output
Expected Behavioral Outcomes (EBOs)		Learning Experiences (L.Es.)			Real Learning Outcomes (RLOs)
content	Object with Specification	Teacher's Activities	Pupils's Activities	Methods, Evaluation Technique & Material aids	
				4. Important: Special Milk is very <u>important</u> for our health. Answer of the Questions: Ans. We should throw garbage into the dustbin. Ans. We should not eat open food because many harmful insects and germs get into open	

Home Assignment	Student retain the acquired knowledge	The pupil teacher asks students to memorize words meaning and question answer at home	Students do as directed.	food. Ans. We should keep our books, toy, shoes and clothes in their proper place. We should wash our hands before and after eating something because dirty hands have germs which can make us sick. Oral
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Date.....

Subject : English

Class:VI

Unit : Poetry

Period III

Topic:Books-Our Best Friends

Duration: 35 min.

General objectives:

1. To develop the aesthetic sense of students.
2. To develop imagination power of students.
3. To create interest and love for English literature.
4. To train emotions of students.
5. To enable students to appreciate the beauty, rhyme and style of the poem.

Specific Objectives:

1. To enable students to recite the poem “Books-Our Best Friends”.
2. To make students understand the thought and imagination contained in the poem “Books-Our Best Friends”.
3. To enable students to appreciate the poem “Books-Our Best Friends”.

Previous Knowledge:

Students have developed all the four fold skills of language i.e., listening, speaking, reading and writing to a certain extent.

Teaching Aids:

Ordinary classroom equipments: chalkboard, chalk, duster, chart flesh card etc.

Input		Process			Output
Expected Behavioral Outcomes (EBOs)		Learning Experiences (L.Es.)			Real Learning Outcomes (RLOs)
Content Evaluation	Objectives With Specification	Teacher's Activities	Pupil's Activities	Methods,	
				Technique & Material aids	
	<p>Students link their previous knowledge with new knowledge.</p> <p>Students know the topic of the day</p>	<p>Introduction</p> <p>The pupil teacher asks certain questions from students. (showing the chart) (Pointing to one part of the chart)</p> <p>Q.1 What do as your father read in the morning? Q.2 What do you read in the school? Q.3 From where do you get books in the school? Q.4 What do you get from books? Q.5 Why do books give us knowledge?</p> <p>Statement of Aim</p> <p>Books give us knowledge because they are our best friends.</p>	<p>Students answer the questions.</p> <p>Ans. My father reads the newspaper in the morning. Ans. We read books in the school. Ans. We get books from library in the school. Ans. We get knowledge from books. Ans. Problematic.</p> <p>Students listen carefully.</p>	<p>Questioning</p> <p>Statement</p>	

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Input		Process			Output
Expected Behavioral Outcomes (EBOs)		Learning Experiences (L.Es.)			Real Learning Outcomes (RLOs)
Content Evaluation	Objectives With Specification	Teacher's Activities	Pupil's Activities	Methods, Technique & Material aids	
Gist of the poem	Students listen and understand the thought and imagination contained in the poem.	So well students today we shall study the lesson "Books-Our Best Friends." The pupil teacher tells the gist of the poem. Books are our best friends. We get many books from library. Library is the house of book. We should make good use of our library. Books have many interesting stories with pictures.	Students listen carefully.	Narration	
Meaning of New words	Students grasp meaning and enrich their vocabulary.	The pupil teacher tells the meaning of difficult words. 1. Library: a house of books 2.Calore: a lot of 3.Skinny: thin 4.Wonderful: surprise	Students listen carefully.	Word meaning Word meaning Word meaning	
Model Recitation I	Students recognize the		Students listen the poem	Word meaning	

<p>Model Recitation II</p> <p>Imitation Reading</p>	<p>rhythm, expression and modulation of voice.</p> <p>Students listen and pay heed to the word pronounce.</p> <p>Students recite the poem with proper rhythm and modulation of voice.</p>	<p>The pupil teacher recites the whole poem with proper expression, proper rhythm and modulation of voice.</p> <p>The pupil teaches recites the poem second time with adequate pronunciation and intonation.</p> <p>The pupil teaches asks students to recite the poem one by one.</p>	<p>attentively with their book closed.</p> <p>Students listen the poem attentively and follow in their books.</p> <p>Students recite the poem aloud one by one.</p>	<p>meaning</p> <p>Reading text book</p> <p>Reading text book</p> <p>Reading, listening text book</p>	
<p>Comprehension questions</p>	<p>Students comprehend the thought and give answer the questions.</p>	<p>The pupil teacher asks the questions from students to see if they have comprehended the poem or not.</p>	<p>Students answer the questions.</p> <p>Ans. The boy saw a lot of books in the library.</p> <p>Ans. The boy see some skinny, some fat books in the library.</p> <p>Ans. The boy saw wonderful stories with pictures in the books.</p>	<p>Questioning</p>	<p>Q.1What did the boy see in the library?</p> <p>Q.2 What type of books did the boy see in the library?</p> <p>Q.3 What did the boy see in the books.</p>
<p>Appreciation Questions</p>	<p>Students appreciate the beauty of the poem.</p>	<p>The pupil teachers asks appreciation question from students.</p>	<p>Students answer the questions.</p> <p>Ans. Books are our best friends. They always help us.</p>	<p>Questioning</p>	<p>Q.1 What lesson do you get from this poem</p>

Oral Recitation	Students enjoys the oral effect necessary for appreciation.	The pupil teacher asks students to recite the whole poem in group.	Students recite the poem in group.	Oral drill	
Final Model Recitation	Students listen and catch poetic beauty.	The pupil teacher recite the whole poem with proper stress, rhythm and modulation of voice.	Students listen and follow in their books.	Reading text book	
Home Assignment	Students recall the poem	The pupil teacher asks students to memorize the poem.	Students do as directed.	Oral	