

ENGLISH LANGUAGE TEACHING

SECOND YEAR

Source Book for The Diploma in Teacher Education

Untouchability is a Sin

Untouchability is a Crime

Untouchability is Inhuman



**TAMILNADU
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Chairperson

Dr.S. Swaminatha Pillai,
Director, DDE (Retd.),
G 4 Adyar Apartments,
Kottur Gardens, Chennai - 600 085.

Reviewers

Mrs. Nalini Parthiban,
Former Principal,
Vanavani Matric. Hr. Sec. School,
IIT Campus, Chennai.

Dr. K.N. Elangovan, Principal,
District Institute of Education and
Training, Perundurai,
Erode District.

Coordinator & Author

Mr. J. Inbaraj,
Assistant Professor,
Directorate of Teacher Education,
Research and Training,
Chennai - 600 006.

Authors

Mr. N. Vaikunda Mani Nadar,
Senior Lecturer, District Institute
of Education and Training,
Thirumoorthy Nagar,
Coimbatore District.

Mrs.V. Vijayakanthi,
Principal (Retd),
Govt. Teacher Training Institute,
Royapettah,
Chennai - 600 014.

Mr. Bertheu,
ELT Expert, 4/32, Johns Street,
Veerapanidyan Pattinam,
Thiruchenthoor,
Thoothukudi - 628 216.

Mrs.T.L. Vasanthi,
Lecturer,
District Institute of Education and
Training, Mannargudi,
Thiruvarur.

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Foreword

The Government of Tamil Nadu is committed to bring about change in all aspects of Education at all levels and thereby provide quality education. This initiative coupled with the guidelines given in the National Curriculum Framework-2005 by the NCERT has resulted in the development of a curriculum for the Diploma in Teacher Education Course. The following five cardinal Principles of NCF 2005 have been assimilated into the Teacher Education Curriculum and reflected in the Source Books introduced in 2008-09.

- * Connecting knowledge to life outside the school
- * Ensuring that learning shifts away from rote methods
- * Enriching the curriculum so that it goes beyond textbooks
- * Making Examinations more flexible and integrating them with classroom life.
- * Nurturing an overriding identity informed by caring concerns within the democratic policy of the country.

The curriculum developed by DTERT for the Diploma in Teacher Education is aimed at developing the following skills in the teacher trainees of Elementary Teacher Education.

- * The ability to seek knowledge continuously
- * Skill of applying acquired knowledge to various situations
- * Skill to realize the inner potential and live in harmony with others.
- * Mastery of learning in all the subjects
- * Skill for doing constructive activities
- * The proficiency of student-teachers in innovations and research

The curriculum has the following objectives:

- * To enhance the professionalism of student-teachers and develop their holistic personality
- * To nurture values such as national integration, milk of human kindness and moral values
- * To give importance to Adolescence Education, Health Education, Life Skills Education, Environmental Education, Road Safety and Peace Education.

The new Source Book provides plenty of scope for self-learning for the Teacher Trainees and motivates them to devise activities that lead children towards self-learning. There is a paradigm shift from rote-learning to self learning through the Activity Based Learning strategy.

The source books will guide student teachers to explore library resources to reinforce their teaching strategies. This would ensure maximum learning among them to improve their skills of observation, classroom management, content knowledge, skill to use Teaching Learning Material (TLM) and Teaching Learning Equipment (TLE) appropriately, leadership traits and knowledge of Child Psychology.

Source books are not text books. They are simply guides which show where resources are available for reference and learning. From the identified resources learning needs are to be expanded. The duties of the teacher educators are to learn, understand, analyse, consolidate and evaluate. The duties of the student teachers are to assimilate teaching ideas and learn well to become reflective practitioners.

I commend all the educationists and teacher educators involved in the process of preparing the source book and also congratulate the prospective student teachers who are likely to be benefited from the Diploma in Teacher Education Source books.

DIRECTOR
Directorate of Teacher Education,
Research and Training, Chennai - 600 006

To the teacher educator ...

Congratulations on having successfully transacted the first year Source Book material.

Here is yet another challenging- and ofcourse-interesting package in the form of the second year source book. You can be confident of building this superstructure on the strong foundation you have already laid. This time the focus is on enhancing more practical language skills and reinforcing a few more grammar items in the content area. As regards the methodology, topics on Teaching, Reading, Writing, Composition and Grammar are discussed in detail. And yes! Crucial topics such as preparations of Teaching Learning Materials and Assessment would certainly help you give the final - in fact vital - touches in shaping the future teachers for whom you are the role model.

The practical and exploration activities suggested in the units would help the trainees expand their horizon of learning. It may not be out of place here to remind you of the quote-

*An average teacher tells;
A good teacher explains;
The best teacher demonstrates; and
The great teacher inspires.*

We, the authors, are quite confident that this material would certainly help you inspire your trainees. The tasks given under the various units would initiate the trainees to modify, multiply and design similar activities for the primary school children. The tasks meant for the trainees would help them enhance their fluency and accuracy. This would enable them to acquire the much talked about 'soft skills' and 'employability skills'; to face challenges and come out with flying colours.

And one final word to you with the quote-

*Ships are safe in harbour
But that is not what ships are built for*

Shore up your trainees' confidence! Sail on and you will sail through.

Authors

English Language Teaching - DTE II Year Syllabus

English has become an integral part of India .After the advent of the globalization of economy, the parental demand for English has sky rocketed. Teachers are expected to train students not only in numbers and letters but also in soft skills that would increase their employability when they enter the employment market. English reaches children through various ways other than the teacher. Their acquaintance with English needs to be kept as a base and the teacher has to build on it. We all know that **an interested teacher alone can make the classes interesting**. So it is necessary to instill enthusiasm and develop the **right attitude** among the teacher trainees in teaching English.

From this perspective, the syllabus for English Language Teaching has been framed with the following objectives to equip the trainees with the necessary skills:

1. to Listen, Speak, Read and Write effectively.
2. to increase their vocabulary
3. to strengthen the knowledge of English Grammar and application skills.
4. to adopt effective Teaching-Learning strategies.
5. to organize language activities and games in the classroom.
6. to make children communicate in English
7. to teach various areas like Prose, Poem, Composition, Supplementary Readers.
8. to develop their capacity to use different evaluation techniques and prepare question papers.
9. to conduct workshops, undertake Action Research and simple projects.
10. to use Newspapers in teaching English.
11. to design and prepare Teaching Learning Materials, Self Learning Materials and to use multimedia technology for the teaching English.

Part-A: Content

Practical Language Skills

1. Basic vocabulary - (Apart from vocabulary items from Std. I to X, vocabulary for day to day use).
2. Synonyms and antonyms.
3. Expanding headlines.
4. Developing proverbs into paragraphs.
5. Explaining common processes.
6. Writing formal and informal letters.
7. Using punctuation.
8. Writing specific instructions.
9. Describing jobs.
10. Preparing Biodata.
11. Completion of a given story.

12. Summarising.
13. Writing review of two books.

Grammar and Usage

1. Phrasal verbs and prepositional phrases.
2. Relative clauses.
3. Conditional clauses.
4. Infinitives and gerunds.
5. Framing questions.
6. Question tags.
7. Active and passive voice.
8. Transformation: Simple - Compound - Complex.

Part-B: Methodology

Theory	Practical
Unit-I: Reading	
Importance of Reading - Reading skill and reading process - Loud Reading and Silent Reading - Reading readiness - Methods of teaching reading - Picture reading - Materials for teaching reading - How to make reading effective - Interpreting non-verbal texts.	<ul style="list-style-type: none"> * Preparation of suitable materials, demonstration and peer teaching. * Workshop for preparation of materials. * Preparation of simple texts for reading. * Graphs, Pie-charts, Bar diagram, etc.
Types of reading	
Study skills, Skipping, Skimming and Scanning / SQ3R (Survey, Question, Read, Recite, Recall)	
Unit-II: Writing	
Handwriting - Mechanics of handwriting - Characteristics of good handwriting - Importance - Development of continuous writing - Giving dictation exercises - Common written exercises - Expanding sentences - Story mapping - Translation exercise - More of Tamil to English exercises - Writing Review of any two books taken from the Institute library and which is relevant to the subject.	<ul style="list-style-type: none"> * Regular practice with italic copy books. * Records to be submitted by the trainees. * Designing exercises and records to be maintained by trainees.

Unit-III: Grammar

- i. Place of grammar in school curriculum. * Demonstration of Teaching specific grammar items and peer teaching.
 - ii. Formal and functional grammar.
 - iii. Methods of teaching grammar.
 - * Deductive
 - * Inductive
 - iv. Steps involved in teaching grammar.
-

Unit-IV: Composition

- i. Aims and objectives of teaching composition. * Demonstrations and peer teaching.
 - ii. Oral and written composition. * Assigning writing tasks.
 - iii. Controlled and guided composition. * Designing writing tasks for children.
 - iv. Expansion exercises.
 - v. Free composition.
 - vi. Correcting composition exercises.
 - vii. Developing creative competency.
 - viii. Developing strategic competency.
-

Unit-V: Assessment

- i. Need for Assessment. * Workshop - Preparation of blue prints and question papers and question banks.
 - ii. Type of tests - Oral, written, objective, subjective - diagnostic, achievement tests.
 - iii. Formative, summative evaluation.
 - iv. Error Analysis - Common Errors - Remedial Measures.
-

Unit-VI: Teaching Learning Materials (TLM)

- Setting up resource centres in the Institute and also in Practising schools. * Workshop on preparation of a variety of TLM for each class and each unit.
 - i. Language games - a few samples. * Workshop on preparation of simple meaningful tasks.
 - ii. Language Lab. * Conducting games
 - iii. Newspaper for Teaching English (NITE)
 - iv. Blackboard Sketches * Project on how to incorporate the print media for teaching English in schools.
 - v. Use of Radio, TV, Internet for teaching English
 - vi. Use of Information Communicative Technology (ICT) for Teaching English
-

Books for Reference

1. Taxonomy of Educational Objectives - Benjamin Bloom
2. The Teaching of Mother Tongue in Secondary Schools - Gurrey
3. Teaching Mother Tongue - W. M. Rhyburn
4. Infinitives and Gerunds - P. B. Ballard
5. Micro-teaching - Allen and Ryan
6. Universals in Linguistic Theory - Emman Bach
7. Language - Leonard Bloom Field
8. Syntactic Structures - Noam Chomsky
9. A Course in Modern Linguistics - Charles Hocket
10. An Introduction to the Study of Speech - Sapire Edward
11. An Introduction to Linguistic Science - Sturtevert
12. National Policy on Education, 1986.

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PART-A : CONTENT

a) PRACTICAL LANGUAGE SKILLS

The topics dealt with in this section are familiar to you. You must have worked out several exercises under these areas in your schools. However as a quick recap and also by way of giving you tips to teach them in schools, simple sample exercises at the **children's level** are suggested. You can multiply, modify and adapt them to suit the children you are going to teach. A few other exercises are **at your level** to strengthen your language skill. Practise doing them and gain more confidence in handling English.

Enjoy doing them so that as a prospective teacher you can pass on the joy of learning to the children.

BASIC VOCABULARY

You are a teacher-trainee now. You have mastered around 2500 to 3000 words so far. Yes, you have! Be confident that you can recall and make use of your vocabulary. Don't be diffident (now you can pick up the antonym) that you do not know how to use these words fluently in writing and speech. You can! You have lots of excellent ideas but you feel you are not able to express them as fluently in English as in your mother tongue. Don't worry. The fact that you are so fluent in your mother tongue (First language- L_1) should help you realise that if a few conditions like exposure and constant use are fulfilled in learning a second language, you can be equally fluent in L_2 also.

First, there is a felt need in the L_1 (first language - mostly mother tongue). 'Knowing the words' is a matter of survival or atleast of social competence.

This basic need does not exist in most second language (here English) learning.

Secondly, the L_1 learner mostly controls his own rate of learning in a protective environment. Adults are tolerant of children's ignorance of language : the child is more likely to feel angry and frustrated in this respect. So he learns what he needs as and when he needs it.

Thirdly, the learner of L_1 is exposed to an enormous quantity of his own language and he has tremendous scope for repetition of what he learns.

Fourth, the language encountered is always learnt in an appropriate situation and in the appropriate context. So the L_1 learner will not have too many problems with appropriateness or with collocation.

Fifth, since the words in L_1 are learnt as they arise out of a felt-need in a particular situation, they usually have a clear denotation (what the words denote / stand for). Young


children do have problems with denotation. For example – at an early stage, a child may equate the word ‘**dog**’ with any four-legged animal – only later will he narrow it down and discover names for other types of animals.

In learning the vocabulary of L₂ (second language), the circumstances are very different. Since the time available for learning L₂ is almost invariably very much shorter and exposure limited, effective and easy steps will have to be taken. And in this direction, the dictionary and the thesaurus are the two best handy tools facilitating the learning of vocabulary.

Using the Dictionary

A dictionary is an important reference book. It is helpful to you while reading, writing, spelling and speaking. A dictionary is really a long list of words. Each word in the list is called an *entry word*. Entry words are arranged alphabetically.

Look at the sample page from a dictionary below.

<p>dobbin / doctor</p> <p>dob.bin (dob'in) n. a horse, especially a gently, plodding one.</p> <p>Do.ber.man pin.scher (do'berman pin'sher) a dog belonging to a breed developed in Germany, having a long head, slender legs, and usually a sleek, black or brown coat. (From Ludwig <i>Doberman</i>, a nineteenth century German dog breeder).</p>		<p>dock¹ (dok) n. a structure built along the shore; wharf.</p> <p>dock² (dok) n. the solid, fleshy part of an animal's tail. –v.t. to cut the end off or shorten: <i>to dock a horse's tail</i>.</p> <p>dock³ (dok) n. the place in a criminal court where the defendant stands or sits during a trial. (Flemish dok cage).</p> <p>dock⁴ (dok) n. any group of plants related to buckwheat. (Old English docce).</p> <p>doctor (dok'tar) n. 1. a person who is licensed to practice medicine, such as pediatrics. 2. a person who is licensed to practice any of various related sciences, such as dentistry. 3. a person who holds the highest graduate degree given by a university.</p>
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Notice that the word **dobbin** is the first entry word on the sample page. At the top of the sample page there are two words printed in dark type: **dobbin/doctor**. These words are called *guide words*. The guide words are the first and last word on a particular dictionary page. Notice that **dobbin** is the first word and **doctor** is the last word on the sample page. All the entry words on this page begin with **dob** or **doc**.

You can use a dictionary to help you find the meaning of words that you do not know. Entry words usually have more than one meaning.

1. Often the meanings of a word are related. They are usually numbered after the entry word. Look at the word **doctor** on the sample page. Three related meanings are listed.
2. Sometimes a word has two or more unrelated meanings. Then there is more than one entry for the same word. Look at the word *dock*. The word *dock* is spelt and pronounced the same way four times, but the meanings are different. The numbers above the last letter of *dock* show the four unrelated meanings.
3. A part of a sentence or a sample sentence will sometimes show how the entry word is used. Look at the second meaning of *dock* to see how you could use it in a sentence.

Task 1

Use the sample dictionary page to answer these questions.

1. What are the guide words?
2. Which word has the most related meanings? How do you know?
3. Which words have only one meaning in this dictionary page?
4. What is the third meaning of *dock*?
5. What is a synonym of the first meaning of *dock*?
6. What is a *dobbin*?
7. What is the third meaning of *doctor*?

Task 2

Below are guide words on two pages of a dictionary.

<i>acceptable</i> / <i>accomplishment</i> 7	<i>eyeball</i> / <i>Ezra</i>	341
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On which page would you find each of these entry words?

1. *accompany*
2. *eyetooth*
3. *accident*
4. *eyebrow*

~ : This mark is called tilde. It is used in Oxford Advanced Learner's Dictionaries in certain parts of an entry to replace the entry word.

raise /reiz/ v - **1(a)**

2 ~ sth (to sth) to increase the amount or level of sth: [Vn] raise salaries/prices/taxes - raise standards of service. Don't tell her about the job until you know for sure - we don't want to **raise her hopes** (ie give her too much hope). To raise public awareness of an issue [Vnpr] He raised his offer to £500 - raise the temperature to 80°.

SYNONYMS AND ANTONYMS

Synonyms

Life would be dull if we used the same words over and over again. Words wear out. For this reason our language has different words that have similar meanings. A *synonym* is a word that has nearly the same meaning as another word.

Look at the words below. All of them are synonyms. Each verb denotes almost the same action.

say talk speak mention tell

Now look at the words below. Do all of these synonyms mean exactly the same thing?

laugh snicker giggle smile titter chuckle

Words may be synonyms even when they do not name exactly the same action.

Sometimes in your writing you may be able to think of more than one word to tell about an action. When you have a choice, always use the verb that best names the action.

Look at these sentences below.

Sania hits the ball.

Sania knocks the ball.

Sania taps the ball.

Sania strikes the ball.

Sania sends the ball.

Sania slams the ball.

The verbs in the six sentences are synonyms. The verbs mean nearly the same thing. But the verb *slams* most closely names the action. *Slams* is the only verb that tells how hard the ball is hit.

Task 1

A word which approximates another

- Give instructions as to what should be done.
- * Read the first word in each row.
- * Then find the word in the same row that has the same or almost the same meaning.
- * Write that word on your paper.

1)	<i>fast</i>	<i>slow</i>	<i>quick</i>	<i>open</i>
2)	<i>sad</i>	<i>angry</i>	<i>unhappy</i>	<i>asleep</i>
3)	<i>beautiful</i>	<i>pretty</i>	<i>magic</i>	<i>better</i>
4)	<i>loud</i>	<i>notice</i>	<i>quiet</i>	<i>noisy</i>
5)	<i>letters</i>	<i>mail</i>	<i>business</i>	<i>clerk</i>

Task 2

At the primary level

- Take a lesson from your English Course Book.
- Notice the words given in the glossary.
- Underline those words in the text with a pencil.
- Write the paragraphs on a piece of paper, with the underlined words substituted by the meanings given in the glossary.

This type of exercise can be repeated with the poems in the course book.

For example : Where the mind is without fear and the head is kept high. (held)

- Tagore

Task 3

- Refer to the dictionary.
- Find out equals (synonyms) for the underlined words.
- Substitute the words and write the paragraph.

But a truck that is carrying things for the supermarket to sell would not bring the boxes right into this front room. The boxes would first go into a huge back room.

Task 4

Each sentence is followed by two verbs that are synonymous. Either verb completes the sentence. Which verb most closely names the action? Give reasons for your answer.

1. Leander _____ across the court in record time. (walked, sped)
2. The hard-hit ball _____ by. (whizzed, went)
3. Leander _____ the ball as hard as he could. (slammed, tapped)
4. The other player _____ at the ball in surprise. (looked, stared).

Practice

Choose the verb in brackets that most closely names the action. Write each sentence with the verb you have chosen.

1. The big tennis match _____ the eager watchers. (pleased, thrilled)
2. Hundreds of fans _____ the small stadium. (jammed, filled)
3. Sekar just barely _____ between two other people. (squeezed, sat)
4. The players _____ quickly to and fro. (ran, darted)
5. Bhoopathy _____ the ball as hard as he could. (hit, smacked)
6. Leander's leg hurt. He _____ off the court. (limped, walked)
7. Busy reporters _____ to the telephones. (dashed, went)
8. Excited fans _____ up to see the action. (stood, jumped)

Writing Sentences

Imagine you are playing some kind of ball game. Use an action verb in each sentence.

1. Write a sentence using the action verb hit.
2. Write a sentence using a synonym for hit.
3. Write a sentence using the action verb run.
4. Write a sentence using a synonym for run.

Adjectives that Mean the Same

Suppose everyone in your class was asked to describe the same person, place, or thing, all the students probably would not use the same adjectives. There are many adjectives that have similar meanings.

Pick up a screw driver. You might describe it as a *small* instrument, but *small* is not the only adjective you can use. Five synonyms for the word *small* are :

little tiny short thin narrow

Any of these words could be used to describe it, but they do not all mean exactly the same thing. When you are writing, use words that most clearly say what you mean.

Children may describe the road-roller / stone-crusher in a cement factory. They may describe it as a *big* machine. But *big* is not the only adjective you can use. Here are five synonyms for the word *big* :

huge enormous giant grand large

Any of these words can also be used to describe it. The synonyms *huge* and *enormous* are the words that best describe it.

Task 5

Read each sentence. Read the words after each sentence. Which of these words is a synonym for the underlined word? Tick it.

1. It was a peaceful night. (calm, dark, cold)
2. A happy audience filled the hall. (brave, large, cheerful)
3. They came to hear pleasant music. (costly, lovely, loud)

Task 6

Read each sentence. Read the words after each sentence. Write the word that is a synonym for the underlined word.

1. The nervous musicians waited. (bitter, scared, eager)
2. They had done a silly thing. (different, old, foolish)
3. They had brought the wrong music. (sad, true, incorrect)
4. The noisy crowd became silent. (anxious, loud, angry)
5. The lights went out in the whole room. (crowded, entire, dark)

Replace each underlined word with a synonym. Write the sentence with the word you have chosen.

6. The cautious audience walked in the darkness.
7. They looked for a fast way to leave the room.
8. The musician walked through the long hall.
9. The unhappy people went home disappointed.

Task 7

The next day....

Read each sentence. Read the words in brackets. Write the word that is a synonym for the underlined word in the sentence.

1. The musicians prepared for a final concert. (best, last, single)
2. They brought the entire music. (right, proper, complete)
3. They remembered their usual instruments. (regular, odd, old)
4. The frightened musicians appeared. (sleepy, nervous, angry)
5. Their leader entered the enormous hall (large, crowded, new)
6. The musicians played a difficult song. (long, familiar, hard)
7. They did a perfect job. (fair, excellent, colourful)
8. The cheerful audience clapped at the end. (sad, happy, dull)
9. The astonished musicians fainted in surprise. (red, amazed, tired)

Writing Sentences

1. Write two sentences that describe the music you like. Use synonyms for these words in your sentences.
 - a. great
 - b. nice
2. Write two sentences that describe music you don't like. Use synonyms for these words in your sentences.
 - a. silly
 - b. loud

Using the Thesaurus

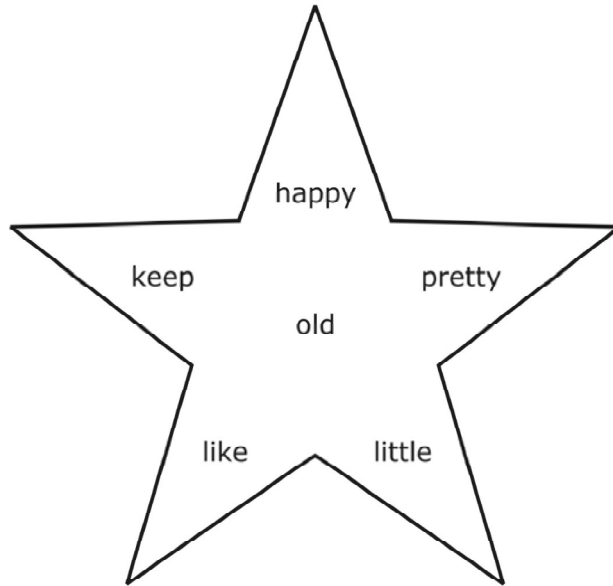
The thesaurus provides synonyms – (words that mean the same or nearly the same) and antonyms (words that mean the opposite) for your spelling words. Use this sample to identify the various parts of each thesaurus entry.

	part of speech	definition
entry word	→ agree, v.	to have the same opinion. We all sample
	agree that Mr. Kumble would make a good	sentence
	captain.	
synonym	→	<i>contract</i> to make an agreement. The painter
		<i>contracted</i> to paint the house.
		<i>promise</i> to give one's word. We <i>promised</i> to
		clean our room today.
		<i>stipulate</i> to demand as a condition of agreement.
		The lawyer <i>stipulated</i> what terms were needed.
antonym	→	Antonym : disagree

- **Entry words** are listed in alphabetical order and are printed in boldface type.
- The abbreviation for the **part of speech** of each entry word follows the boldface entry word.
- The **definition** for the entry word matches the definition given for the word in your spelling dictionary. A **sample sentence** is provided to show the correct usage of the word in context.
- Each **synonym** for an entry word is listed under the entry word in italics. Again, a sample sentence is provided to show the correct usage of the synonym in context.
- Where appropriate, **antonyms** for the entry word are listed at the end of the entry.

Antonyms

Correct this paragraph about a name. For each underlined word write an antonym from the star so that you will get the original meaning of the paragraph. Rewrite the paragraph.



When I was big, I did not hate my name. I thought the name sounded too young. My classmates teased me by calling me Sundeli (=mouse). But then I learned that the name Sundari means ugly and that it was my grandmother's name. Now I am sad with the name. I think I'll discard it!

EXPANDING HEADLINES

Task 1

In a newspaper we see short and crisp headlines and given below each is an expansion of it.

- *Pick out a headline from the newspaper.*
- *Write it on the board.*
- *Ask each child to add information to it.*
- *Tell them to keep within the one-sentence limit.*
- *See who has the longest, most informative sentence.*

A sample paper cutting:-

MADURAI

THE HINDU • THURSDAY, SEPTEMBER 28, 2006

'Childline' in 72 cities

Special Correspondent

NEW DELHI: A toll-free telephone helpline for children in distress is now available in 72 cities.

The children should be given chances to go through such newspaper headlines and expansions.

Task 2

- Take a short quotation, proverb etc.
- Write it on the blackboard.
- Ask the children to copy it down at the top of a blank sheet of paper.
- Tell them to work in pairs.
- Instruct them what to do.
 - a. Copy out key words from the original phrase.
 - b. Under each key word, write a short dictionary definition of that word.
 - c. Make necessary grammatical alterations.
 - d. Link the definitions and produce a new sentence or sequence of sentences.
 - e. Copy out the key words from the new sentence.
 - f. Repeat steps b & c as long as is required.

Task 3

Watch the news on TV tonight and make notes about the news items, sports and weather forecast. Turn them into headlines. In groups, compare your headlines. How similar are they?

DEVELOPING PROVERBS INTO PARAGRAPHS

Task 1

Time Keepers

In groups, discuss these questions.

- ❖ *Who is the most punctual student in the class?*
- ❖ *How many students in your group use a calendar? Why do they use it?*
- ❖ *How many of you have got a watch? How often do you look at it?*
- ❖ *What is your favourite time of day / year?*
- ❖ *Name something that is a waste of time.*
- ❖ *What is 'quality time'?*

Task 2

Time flies

In small groups, discuss and explain these sayings. Do you agree or disagree with them?

- ❖ *Time and tide wait for no one.*
- ❖ *Tomorrow never comes.*
- ❖ *Time is a great healer.*
- ❖ *Time is gold.*
- ❖ *There's no time like the present.*
- ❖ *You are only young once.*
- ❖ *You cannot save time; you can only spend it.*

Task 3

Write two / three paragraphs on each of the above sayings. Use the points you gathered during the group discussion.

Task 4

Life time

Draw a graph of your own life, with the line rising for good periods and falling for bad ones. In pairs, explain the features of your graph to each other.

Developing Paragraphs

Main Idea / Details

Putting ideas in order

Students have lots of ideas. They can express their ideas in sentences and paragraphs. But **readers** may be confused if they write like this:

The telephone rang. I ate bananas for breakfast. My favourite TV programme is News. I visited friends in Chennai last summer. I love to go swimming.

- This paragraph is confusing because the ideas are not related. When we write, related sentences should be grouped together in a paragraph.
- The paragraph should have a main idea. The sentence that states this main idea is called a topic sentence.
- The topic sentence is often the first sentence in the paragraph.
- The other sentences in the paragraph are called detail sentences because they give more details about the main idea.
- Sentences in a paragraph sometimes tell about things in the order in which they happen.
- Some time-order words that help to follow the action are - *first, next, then, finally* and *at last*.

Here is an example of how a group of sentences in a paragraph work together. Notice that the topic sentence comes first and that the detail sentences begin with the time-order words.

- Topic Sentence : Rahul discovered his shoes were missing.
- Detail 1 : First he looked upstairs for them.
- Detail 2 : Next he searched downstairs.
- Detail 3 : Then he looked in one last place.
- Detail 4 : Finally he found them under his cot.

Give examples to the students and encourage them to find out the topic sentences and details.

Example 1

Read these sentences. Find the topic sentence first. Then show them how to put the other sentences in the correct order. Use the time-order words to help you.

1. Next she questioned her neighbour who was a detective.
2. Finally she decided to study to be a police officer.
3. Rathi wanted to be a detective.
4. First she read many books about detectives.
5. Then she thought about the problems of the job.

Example 2

Read the group of sentences below. Write the topic sentence first. Write the detail sentences in the correct order after the topic sentence. Use the time-order words to help you.

1. First Anand and Rathi checked the valve.
2. Anand's bike had a flat tyre every day.
3. Finally the mystery was solved.
4. Next they questioned the neighbourhood children.
5. Then they discovered a box of tacks on the floor.

Some more examples

Read each paragraph. Then write the answer to each question.

A. *When Mr. Vinoth begins a novel, he first gets himself into the proper mood. He says it is like an actor getting into the character. He listens to music, watches television, talks to people and shops at a departmental store. While he's doing these things, the characters for his stories come to his mind.*

1. What is the main idea of the paragraph?
The main idea is how Mr. Vinoth gets himself into the proper mood for writing.
2. What are the four details that tell you about the main idea?
 - a. He listens to music.
 - b. He watches television.
 - c. He talks to people.
 - d. He shops at a departmental store.

B. *Mr. Ramkumar has lived in a number of different places. He was born in Madurai. He grew up in Ooty and Trichy. For a while, he lived in Thanjavur. He now lives in the north of Chennai.*

1. What is the main idea of the paragraph?
Mr. Ramkumar has lived in a number of places.
2. What are the four details that tell you about the main idea?
 - a. He was born in Madurai.
 - b. He grew up in Ooty and Trichy.
 - c. He lived in Thanjavur.
 - d. He now lives in the north of Chennai.

Task 5

Read the Paragraph and pick out the right answer to the question.

There are many ways to keep your neighbourhood clean. Remember to throw your trash away in the right place. Don't throw it out on the sidewalk or street. Ask your family and friends not to litter the streets. Make posters to show your neighbours how to help out, too. You can also make posters and banners with a message. Your message might say, "Be Good. Help Our Neighbourhood".

1. What is the paragraph about?
 - a. Talking to your family
 - b. Asking friends to help you
 - c. Sidewalks and streets
 - d. Keeping the neighbourhood clean
2. You can make posters and banners to _____.
 - a. draw pictures of animals
 - b. write letters
 - c. show people how to help
 - d. throw away trash
3. What is the way to help keep your neighbourhood clean?
 - a. Go to the library and get some books about trash.
 - b. Ask your family and friends not to litter the streets.
 - c. Cut the grass.
 - d. Grow plants in front of every house.

EXPLAINING COMMON PROCESSES

A process describes how something is done, step by step. A few examples are given here. The teachers can take interest in describing and demonstrating.

1. Cloud in a jar

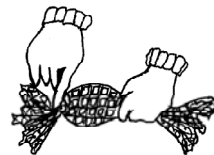
- Take a clean heat-proof glass jar, fill it with hot water.
- Close the lid.
- Let it stand for a few minutes.
- Empty out the water.
- Immediately put the lid back on.
- Place the jar in a pan of ice cubes.

A cloud will form inside the jar because the hot, moist air has been cooled.

2. Bird Nesting Ball

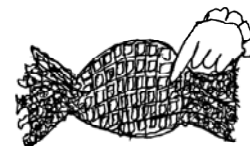
To make a bird nesting ball you will need

- a plastic net bag in which fruits are packed at the market.
- a cord as long as your arm.
- twisters or yarn to close the bag.
- scraps of cloth, yarn, string and cotton balls.

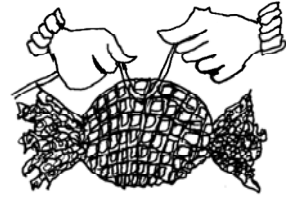


Now, starting with step 1.

1. Close one end of the bag with yarn or a twister.
2. Put scraps of cloth, yarn, string and the cotton balls inside the bag.



3. Close the other end of the net bag with yarn or a twister.



4. Attach the cord to the nesting ball. Tie the ends of the cord together for hanging.

5. Now the nesting ball is finished. Hang it on the branch of a tree or on your window. In the spring, birds will come to get the soft scraps to make nests.



The birds will thank you with a song!

3. A Collage Greeting Card

A collage is a collection of many things. You can make a collage greeting card for a special person you know.

Look through newspapers and magazines for words and pictures that remind you of the person. Cut out the person's name if you find it. You could make the name from single letters also.

Place the words and pictures on a sheet of coloured paper. Make a pleasing arrangement. You could add yarn, string or other materials.

Paste everything in place. Give the card to your special person. You may even want to mail it.

Guidelines for explaining a process

1. Suit your explanation to your purpose and audience. Should it be general or technical? Simple or complicated?
2. Explain all the necessary steps in order. Be sure, it is obvious how each step follows from the preceding step.
3. Provide information that will make each step clear.
4. Use exact words and explain any technical terms.
5. Encourage your audience to ask questions.

Task

1. Explain the process of recording a rhyme / dialogue in a cassette.
2. Describe the process of fixing a fuse carrier.
3. Describe any recipe.
4. Describe the process of opening a Savings Account in a bank.

WRITING FORMAL AND INFORMAL LETTERS

Friendly Letter – Primary Level

Writing a friendly letter is a good way to say something special to someone far away.

Read this letter written by a boy to his friend.

	Trichy June 2, 2007
Dear Mani,	
Ever since you moved to Chennai, I have been losing teeth! So far four! How many have you lost? I made a special box to keep them in.	
	Your friend, Alagesh

	<div style="border: 1px solid black; width: 80px; height: 60px; margin: 0 auto;"></div>
	To S. Mani, 7/4, 1 st Cross, New Colony, Chennai – 600 044.

Task 1

Label the date, the greeting, the body, the closing and the name in the letter above.

Task 2

Write a friendly letter about something special.

Thinking About a Letter

Sometimes you might want to write a letter to a friend. You could share an experience by describing what happened to you. When you write to a friend, you would use a special form of writing called a friendly letter. Study the letter below. The five parts in a friendly letter are listed on the left. Notice where each part is placed on the page.

The diagram shows a friendly letter with five parts labeled on the left, each with a dashed arrow pointing to its location in the letter:

- Heading** points to the address: *5, Sri Ram Apartments
37th Street
Nanganallur
Chennai - 61.*
- Date** points to the date: *June 7, 2007*
- Greeting** points to the salutation: *Dear Vijay,*
- Body** points to the main text: *We had a lot of fun on the beach last week. Bala, Shiva, Mani and I built a huge sand castle with a wall that was three feet high. It had a long, dark tunnel, too. Mom gave us delicious sandwiches and a thermos of hot coffee for a picnic. Later we had an exciting ball fight, but the dog kept catching the balls! I wish you could have been with us.*
- Closing** and **Signature** both point to the sign-off: *Your friend,
Lakshmanan*

Think about the different parts of a friendly letter.

1. **Heading** : The heading is your address. It is placed in the upper right corner. Your name is not written here. The date should be the day you write the letter. Leave a space between the heading and the greeting.
2. **Greeting** : The greeting is your “hello” to the person to whom you are writing. The person’s name is followed by a comma.
3. **Body** : The body is your message to the person to whom you are writing. Remember to indent all paragraphs-if there are more than one-and to use complete sentences.

4. Closing : The closing is your “good-bye” to the friend. Place it under the body of the letter to the right and directly under the heading. Follow the closing with a comma.
5. Signature : Write your name directly under the closing. Use your first name in a friendly letter.

Talking About a Letter

Study the friendly letter that Lakshmanan wrote.

1. What information is found in the heading?
2. Why do you think the first name of a person is used with a friendly letter?
3. Look at the body of the letter.
 - a. What is the topic sentence of the paragraph?
 - b. How many detail sentences are there?
 - c. What detail words describe the enjoyment?
4. What other words could you use in the closing?

Your Own Friendly Letter

Thinking About Your Letter

Have you ever written a friendly letter? One way to make a new friend is to write a friendly letter to a pen pal. A pen pal is a person (pal) to whom you write (pen) letters. Probably you won't actually meet your pen pal, but your letters may help you to become friends. It is a good way to learn about new and interesting people. Choose one of these imaginary people to be your pen pal:

Ann-Marie Chapman; London, England; age 10

Jaya Surya : Colombo, Srilanka; age 9

Carlos Martinez; Seol, South Korea; age 9

Barbara Homes; Washintgon, D.C.; age 10

Writing Your Own Letter

1. Write the heading in the correct place. Remember that your address always needs a PIN code. Use today's date.
2. Write the greeting. Remember that you use the first name of the pen pal in a friendly letter.

3. Write the message to your pen pal in the body of the letter. Use this topic sentence; My name is _____ and I am _____ years old. Fill in the blanks with your name and age.

Remember to indent the first word in your paragraph. You might include the following information in the detail sentences.

- a. Describe what you look like. Remember to use details.
 - b. Describe what you like to do. Use action words if possible.
 - c. Describe a pet or a favourite animal.
4. Write the closing.
5. Write your signature. Use your first name only.

Edit Your Letter

Look at your friendly letter. Read it carefully to check the following editing questions. Remember the two editing symbols. Use the *caret* (^) if you leave out words, and the *spelling sign* (sp) if you misspell a word.

1. Did your topic sentence convey the main idea?
2. Did each detail sentence state a complete idea?
3. Did you use good describing words in your sentences?
4. Did you use action words and details?
5. Did you follow the letter form correctly?
6. Did you indent the first word of the first paragraph?
7. Did you capitalize all proper nouns and the first word in each sentence?
8. Did you check your spelling?

Formal Letter

Thinking About a Letter

A business letter is different from a friendly letter. It is a serious *letter* often written to a business man or company to ask for information or to order something. A paragraph in a business letter should use facts to explain the purpose of the letter.

The greeting in a letter states to whom the letter is written. In a business letter the greeting is often the name of a company or a department.

Read the advertisement on the right.

*SALE! Warm-Up suits Rs.800 Red with blue stripes, green with yellow stripes
Sizes : small, medium, large
Order from : Ibrahim's Sports Goods,
472, Luz Avenue, Royapettah,
Chennai – 600 014.*

The following business letter was written to Ibrahim's Sports Goods. How is this letter different from the friendly letter?

<i>Heading</i> ----->	<i>130, Vivekananda Street Mylapore Chennai - 600 004</i>
<i>Date</i> ----->	<i>June 2, 2009</i>
<i>Inside Address</i> ----->	<i>Ibrahim's Sports Goods 472, Luz Avenue, Royapettah Chennai - 600 014.</i>
<i>Greetings</i> ----->	<i>Dear Ibrahim's Sports Goods,</i>
<i>Body</i> ----->	<i>I want to order a dozen T-Shirts and hockey sticks. I read your ad about the sale in this morning's newspaper. First I like to place a sample order.</i> <i>I want a small sized T-shirt that is red with blue stripes. I am sending a cheque for the sale price of Rs. 800.00.</i>
<i>Closing</i> ----->	<i>Yours truly,</i>
<i>Signature</i> ----->	<i>Jayaraman</i>

Look at the business letter written to Ibrahim's Sports Goods. Notice that it has six parts.

1. **Heading :** The heading is in the upper right corner of the letter. It gives your address and date. Notice that there is a comma between the city and state and the date and the year.
2. **Inside address :** The inside address starts at the left margin. This part is not found in a friendly letter. It is the address of the person or business firm receiving your letter.
3. **Greeting :** The greeting begins in the left margin and ends with a punctuation mark.
4. **Body :** The body of the letter states why you are writing the letter. It should be polite and short with all needed facts.

5. Closing : The closing comes after the body, directly under the heading. Write : “Yours truly”, “Sincerely”.
6. Signature : Use your full name directly under the closing. Many business letters are typed. If so, you write your name under the signature.

Talking About the Letter

Study the business letter that Jayaram wrote. Use it to answer these questions.

1. How would Ibrahim’s Sports Goods know where to send the T-shirts & bats. The correct address with a PIN code in the heading is very important in a business letter.
2. What information is written in the inside address?
3. Notice that the greeting gives the full name of the business. What other kind of greeting could you use?
4. Look at the body of the letter.
 - a. What is the topic sentence of the paragraph?
 - b. What facts are there in your detail sentences? Notice that the facts answer the questions where, when, and what.
5. What last two parts are needed in a business letter?

Formal letter

Thinking About Your Letter

Read the business letter to Ibrahim’s Sports Goods. Imagine that you ordered a T-shirt from the store. When you received it, you found that something was wrong with it. Now you want to return it and get your money back. Think of some reasons for returning the shirt. For example, give facts such as the colours faded when you washed it, or the zipper was broken when you received it.

Writing Your Own Letter

Read again the business letter that Jayaram wrote. Write a letter to Ibrahim’s Sports Goods saying that you want to return the T-shirt. Follow the directions below. If you prefer, choose your own topic for a similar business letter.

1. Write your heading with today’s date.
2. Write to this inside address : Ibrahim’s Sports Goods; 472, Luz Avenue, Royapettah, Chennai – 600 014.
3. Write the greeting.

4. Use facts in the body of the business letter.
- Write this topic sentence : *I am returning a T-shirt.*
 - Use detail sentences to give the facts clearly and briefly. Tell the store why you are returning the shirt and ask for a refund of your money. Try to arrange your sentences according to :

When you ordered it.

Where you read about it.

What is wrong.

What you want them to do.

Remember that even though you may feel angry about returning the T-shirt, it is important to be polite in a business letter.

Word Bank

advertised
ordered
problem
unhappy
wrong
style
money

- Be sure to indent the first sentence.

Edit Your Letter

Look at your business letter. Use the following editing questions to edit your letter. Remember the two editing symbols. Use the *caret* (^) if you leave out words, and the *spelling sign* (sp) if you misspell a word.

- Did you have a good topic sentence?
- Did your detail sentences state facts clearly?
- Did all your sentences express a complete idea?
- Did you indent the first word of the paragraph?
- Did you use any action words in your paragraph?
- Did you follow the business letter form correctly?
- Did you check the spelling of your words?
- Did you use capitals to start every sentence?
- Did you use commas in your heading correctly and in your greeting?

Letter writing is an art

Read this excerpt from an article by Mr. S.S.Warrier in The Hindu, Monday Jan. 14, 2008

The opening

The objective of your letter may be to request some action, seek or provide information, express gratitude, describe an event, turn down a demand, or something else. Whatever the subject, the opening lines of the letter should make the reader continue to read. Write them well. Language should be simple and approach straight forward. Avoid vagueness. The claims of your performance will raise suspicions about your genuineness. Refer to previous contact or correspondence, if any.

It is desirable that the first paragraph offers a quick summary of the contents. This ensures that even busy executives get the essence of your message. You have to catch the reader's attention. There should be no beating about the bush in the first paragraph. Those who go either for vain self praise or hypocritical admiration of the recipient waste time and fail in achieving the goal.

The body

The main body should be drafted with precision. Be brief and to the point. The reader should get the information as quickly as possible. None would wade through a lengthy letter for your nugget of gold.

You have to plan beforehand, whether the letter is intended just to convey information or to persuade the reader to take some action. The tone of the letter has to be in tune with the intention. Perhaps you have to revise the draft a couple of times to enhance its effectiveness. You can imagine that you are the recipient of the letter and visualise your possible response.

But there is one important thing in this kind of visualisation. You should take into account the perceptions and attitudes of the recipient, they would be far different from yours. The tone of a letter addressed to the CEO of a company by a supplier of materials should be totally different from that written in a circular issued by the CEO to the employees.

The point that is being emphasised here is that good vocabulary and correct grammar alone may not help you in producing the most successful letter. Even the fonts, spacing, and layout have to be different. Sometimes you may have to add a personal touch. You should go through several well written business letters to appreciate the finer points. If you have established rapport with the person to whom you write, the greetings can be in the form "Dear Mr. Ravi", instead of the impersonal 'Sir' or 'Dear Sir'.

The end

The ending of the letter is as important as the beginning. These lines are most likely to be read even by the busiest executive. The action expected from the recipient should be spelt out clearly at this stage.

Often you may have to write a letter of complaint. Your first impulse may be to make it strongly worded. An understatement may prove to be more effective in most cases than an angry letter. One basic principle that would help you is that you never write a letter when you are livid with rage.

Perhaps you could mention some goodpoint in the recipient and then go to the complaint part. Such a diplomatic approach may prove to be more effective than an enraged explosion.

Task

Use the internet to log on for more articles in this series at <http://www.hindu.com/thehindu/nic/0051> and write excerpts.

USING PUNCTUATION

Sentence Signals

Traffic lights tell a driver or a walker when to start and when to stop. A green light means *go*. A red light means *stop*. When you write sentences, you use special signals. They tell the reader where your sentences begin and where they end.

Look at each sentence in the box. What kind of letter is at the beginning of each sentence?

The island was quite small.

What a beautiful building it is!

We stand on the beach.

Does someone still live here?

Who made the hut?

Look around.

Use a **capital letter** to begin the first word of every sentence.

Look again at each sentence in the box. Then look at the definitions. What signal, or punctuation mark, is used at the end of each sentence in the box?

Use a **period** or full stop (.) at the end of a declarative or an imperative sentence. (statement or a command sentence)

Use a **question mark** (?) at the end of an interrogative sentence. (a question sentence)

Use an **exclamation mark** (!) at the end of an exclamatory sentence or an interjection.

Talk About It

Read each sentence. What punctuation mark should you use at the end of each one? Give reasons for your answers.

1. A fire burned in the fireplace
2. We saw a potato being baked
3. Who could have cooked it
4. What a strange place this is
5. Look in the other room
6. Is there butter for the potato

Task 1

Rewrite each of the following sentences. Begin each sentence with a capital letter. End each sentence with the correct punctuation mark.

1. *have you heard about Bigfoot*
2. *what is that*
3. *it is a big creature*
4. *what a strange beast that is*
5. *how does it walk*
6. *it walks like a person*
7. *what big footprints it has*
8. *have you seen the creature*
9. *no one has caught it*
10. *people are looking for it*
11. *what a catch that would be*
12. *i would like to see it*
13. *the creature is furry*
14. *what colour is its fur*
15. *its fur is brown*
16. *look how thick it is*

Using Commas in Writing

You use commas in your writing to tell the reader when to pause in a sentence.

Use a **comma (,)** to separate each noun in a series of three or more nouns.

e.g. : George Washington Carver worked as a cook, a farmer, a scientist and an inventor.

Use a **comma (,)** to separate each verb in a series of three or more verbs.

e.g. : Carver worked, tested and experimented.

Commas are also used to set off words that interrupt a sentence.

e.g. : We'll meet on the 5th, its a Sunday though, to finalize the programme.

Use a **comma (,)** to set off words such as yes, no and *well* when they begin a sentence.

e.g. : Yes, Carver invented many useful things.

Use a **comma (,)** to set off the name of a person who is spoken to directly in a sentence.

e.g. : Rita, here is a book about George Washington Carver.

e.g. : Carver became famous for his inventions, Elena.

Use a **comma (,)** to separate the name of the day from the date and the date from the year. Use a **comma** after the year when it appears with the date in the middle of a sentence.

e.g. : My friend met me on Friday, May 15, 2007.

e.g. : My friend met me on 15th May 2007, when he came to Coimbatore for a wedding.

Use a **comma (,)** to separate the name of a city and state. Use a **comma (,)** after the name of a state when it appears with a city name in the middle of a sentence.

e.g.: I and my friends went camping in Doddabetta, The Nilgiris, last year.

Task 2

Write each sentence. Add commas where they are needed.

1. *Chimpanzees gibbons and gorillas are all apes.*
2. *Chimps can be tamed easily and they are good performers.*
3. *Scientists study chimpanzees in Atlanta Georgia.*
4. *They eat fruit and leaves Ravi.*
5. *No the Chimpanzees do not have a tail.*

Using Apostrophes in Possessives.

Task 3

*Write the noun in each sentence that shows possession. If the noun is singular, write **singular**. If the noun is plural, write **plural**.*

1. *Thamizhselvi is a printer's helper.*
2. *She helps her father's friend.*
3. *The workers' jobs are hard.*
4. *She uses the artists' ink.*
5. *She reads the books' pages.*
6. *Tamizh's father is pleased.*

Task 4

Put x for incorrect sentence and (✓) for the correct sentence.

- | | |
|--|--|
| 1) a) My pen is blue. Your's is red. | 3. a) I have a pet cat. It's cute. |
| b) My pen is blue. Your is red. | b) I have a pet cat. Its cute. |
| 2) a) Write "yours faithfully". | c) I call it Shiny. It's eyes shine in the dark. |
| b) Write "your's faithfully". | d) I call it Shiny. Its eyes shine in the dark. |
| 4) a) Our's is a country with a rich heritage. | |
| b) Ours is a country with a rich heritage. | |

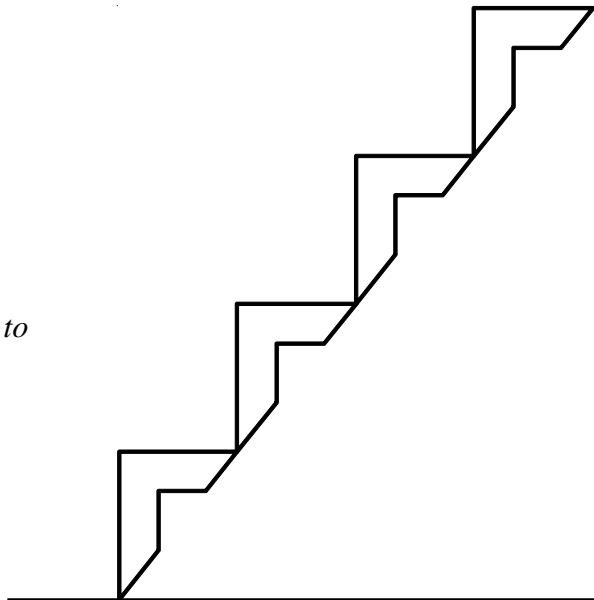
GIVING INSTRUCTIONS

Task 1

The Next Step

Tick the best answer to each question.

1. Step-by-step instruction tells you
 - a. exactly how to do something.
 - b. how good a product is.
 - c. where to go to find other information.
 - d. how long the product will last.
2. In order to follow instructions, you need to
 - a. talk carefully.
 - b. read carefully.
 - c. listen carefully.
 - d. b and c.
3. When writing instructions, you should
 - a. put the steps in order.
 - b. list the important steps.
 - c. follow the directions to see if they're correct.
 - d. all of the above.
4. When you follow instructions, you should
 - a. read only the last step.
 - b. read only the first step.
 - c. read through all the steps first.
 - d. read the middle steps last.



Task 2

Read these instructions for washing your hands.

First turn on the water. Wet your hands and rub the soap all over them.

Scrub your hands to remove dirt.

Rinse the soap off your hands.

Turn off the water. Dry your hands on a towel.

Write step-by-step directions for getting to your school from your home. Give the directions to a partner. Are your directions clear? If not, revise them.

Task 3

Sentences that give directions.

Most sentences that give directions are commands.

The directions below tell you exactly what to do. They are clear and easy to understand.

Each direction is a command, or imperative sentence. Each command begins with an action verb :

e.g. make, insert and pull. Think of a suitable context. Write sentences using these action verbs.

Remember, use commands to help make your directions clear and easy to read.

Task 4

Practice : Choose a verb from the verb box to complete each command. Then write the sentence. Use each word only once.

Example : _____ a phone. (Answer) Find a phone.

1. _____ 911
2. _____ clearly
3. _____ your name
4. _____ the address
5. _____ the problem
6. _____ any question
7. _____ carefully
8. _____ any instruction
9. _____ for help
10. _____ calm

Verb Box

Answer

Dial

Explain

Follow

Give

Listen

Remain

Speak

State

Wait

Task 5

Fruit Salad

Follow these instructions to complete the “Fruit Salad” poster.
You will need a pencil and some crayons.



1. Write your name under the basket.
2. Draw another leaf on the stem of the apple.
3. Colour the apple red, and the stem and leaves green.
4. Write the names of three fruits besides pear that begin with the letter “p”.
5. Give the pear a smiling face.
6. Use your pencil to add enough grapes to make a dozen.
7. Write four words on the banana describing how it would taste.
8. Draw a handle on the basket.
9. Use your favourite crayon to draw a big bow on the handle.
10. Colour all the fruits.
11. Write a recipe for fruit salad on the back of the sheet.

DESCRIBING JOBS

Read the descriptions below.

Public health is concerned with protecting the cleanliness and safety of food, liquids and air. People who work in public health, test the food that is eaten in public places such as hospitals, schools, or restaurants. Others test air and water samples for pollution. Another word for the protection of public health is *sanitation*. People who work to remove garbage are often called *sanitation workers*. *Sanitation engineers* design plants to treat sewage, which is water containing waste matter.

There are many different kinds of jobs in a small business. A business must have an owner who makes decisions about the way the business is run. Also two or more people could be responsible for the business and form a *partnership*. The owner needs other people to help run the store. A *clerk* helps people find what they want in the store. A *stock clerk* orders and takes care of the products that the store sells. A *book-keeper* or *accountant* keeps records of sales and expenses.

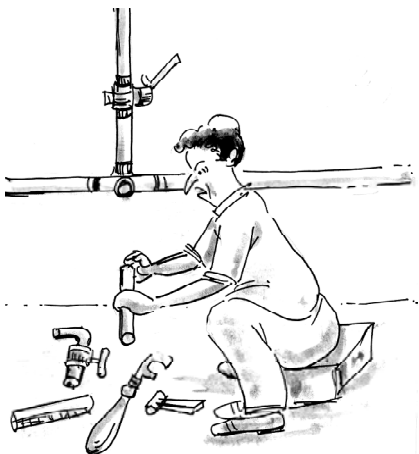
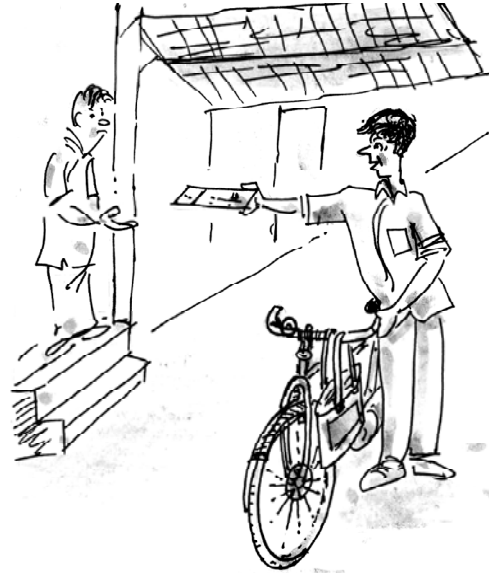
Task 1

The Job Market

*Do people spend too much of their lives working?
What is the employment situation in your country?
What are the effects of globalisation on the job market?*

In small groups, tell each other about these jobs.

- 1. the best / worst / most interesting / most dangerous job you have done*
- 2. the best / worst / most interesting / most dangerous job in the world*



Task 2

Globalisation

Work in two groups of six. (If the class does not divide, make one or more groups small and take away one of the roles below.) Each of you choose a different number from 1 to 6. You are going to discuss the building of a clothes factory in a poor country. Your role will be according to the number you choose.

In the rich country :

- 1. Businessman / investor*
- 2. Anti-capitalist protestor*
- 3. Factory worker*

In the poor country:

- 4. Unemployed factory worker*
- 5. Politician*
- 6. Environmentalist*

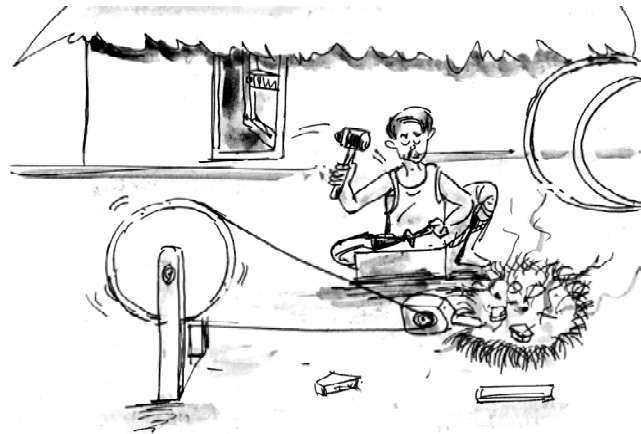
Take turns to state whether you are in favour of the factory and how it will affect your life and the country if it is built. Assuming that the factory is going ahead, talk together as a group. Negotiate the best possible deal for everybody concerned.

Task 3

Here are some important aspects of a job :

duties, pay, the boss, benefits, training, holidays, health and safety, promotion, hours of work, experience, overtime, unions, job security.

Ask questions about these aspects to people doing different jobs.



Task 4

Describe your father's / mother's / brother's / sister's job. (You can also describe a job which you would like to take up.)

PREPARING BIO-DATA

You should be aware that in this era of globalisation, free economy and foreign direct investments, there is plenty of scope for employment. Naturally the person seeking employment will present all the details about himself / herself to the employer. He will do it in a crisp and appealing way so that his prospects of getting a job are brighter.

You should be able to distinguish between an Application and Bio-data. Application is issued by the employer to know more details about the employee. Whereas Bio-data is prepared and presented by the applicant.

Bio-data is also called Curriculum Vitae or Resumé. An applicant is free to mention his / her career achievement during his college days or as an employee in the previous / present organisations and his present aspirations. This may add to the value of his presentation.

Bio – Data

1. Name :
2. Age and Date of Birth :
3. Address for Communication :
4. Educational Qualification :
(School Final Onwards)

Name of the School / College	Qualifying Examination Passed	Year of Passing	Grade / Class or % of Marks

5. Experience :

Name and Address of the company worked	Designation	Period of Employment	Nature of Duties handled

6. Training programmes attended :
 - i)
 - ii)
 - iii)
 - iv)

7. Languages Known :
8. Present Salary and Perks :
9. Expected Salary :
10. References*
 - 1.
 - 2.

Date :

Signature

** References are persons who can vouch for the applicant's conduct, character.*

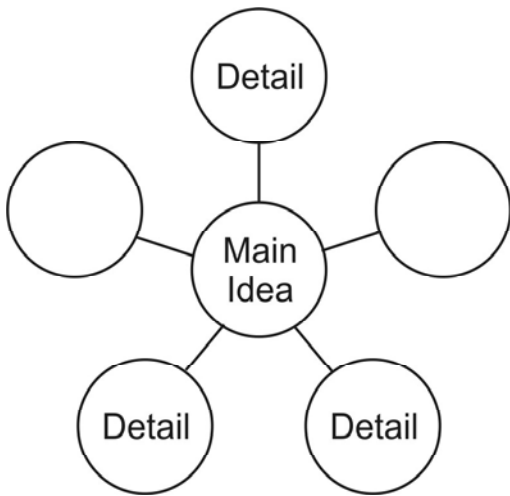
COMPLETION OF A GIVEN STORY

Task 1

At the Elementary Level

Main idea/ Details

Write the main idea of the story “The Thirsty Crow” in the centre circle. Write a few details that support the main idea in the surrounding circles. Leave some blank. Ask children to write the story.



Provide the students with some half stories. Ask them to complete the stories. Give them stars to encourage reading

How many stars?

Super!!	★ ★ ★ ★ ★ ★
Very good	★ ★ ★ ★ ★
Good	★ ★ ★ ★
Ok!	★ ★ ★

Task 2

At your (the trainees) level

Complete the unfinished story below. You can use your imagination and complete it in any way you like. There is no 'right conclusion' expected.

One winter night, I was fast asleep. It was past midnight. Suddenly I heard the sound of water splashing in the bathroom. I woke up and saw my mother sleeping next to me. There was no one else in the house. Who was in the bathroom? Because it was winter, all the windows and doors were tightly closed. Not even a whiff of air could enter the room. Then who could be in the bathroom? The splash continued.

I opened the bathroom door slowly.....

Task 3

This is an ancient Indian myth. It is imaginary. Stretch your imagination as far as it can go and complete the story.

Once upon a time long, long ago, elephants living in India could fly. In those days as now, elephants were very big. They were grey in colour, just like some clouds. And like these clouds, the elephants could fly along in the sky, simply by flapping their floppy ears.

One hot summer day, some pearly grey elephants were flying along in the sunshine. They soared over a village where little children were playing; over a field where a farmer was ploughing; over a river where a boy was bathing black buffaloes, and then up over a forest full of chattering monkeys. But up in the sky a hot wind was rushing along. It saw the flying elephants. It caught up with them and blew right into their trunks. The wind was like pepper

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

SUMMARISING

Summarising is to put down the main points leaving out unnecessary details. To do this, as a first step, you need to train the children to shorten sentences. Very often sentences can be shortened by using one word instead of a phrase.

Example : Please reduce the length of this rope.

Please shorten this rope.

Task 1

In the following sentences a word from the list in the box can be used instead of the phrase underlined. Choose the right word and write each sentence in its shortened form.

<i>golden</i>	<i>trade</i>	<i>difficult</i>	<i>free</i>
<i>people</i>	<i>lengthen</i>	<i>softly</i>	<i>suddenly</i>
<i>uncertain</i>	<i>doctor</i>	<i>shallow</i>	<i>parallel</i>

- a) Please increase the length of this rope.
- b) Riding a bicycle along a very narrow path is not an easy thing to do.
- c) The accident happened very quickly when nobody was thinking about an accident.
- d) All the men and women; boys and girls and little children in this city gathered to see the garden.
- e) When a man is a prisoner, he wishes to be able to go wherever he likes and do whatever he likes without having to obey rules.
- f) In this market place there is a great deal of buying things and selling things among merchants.
- g) The dog jumped into the river where the water was not very deep.
- h) Our teacher told us that the lines he drew on the blackboard were two straight lines.

Task 2

At the Upper Primary Level

An article by Sharee Stephens in Scholastic News is given below. Make the students read the article. Enable them to identify the main ideas. Ask them to write a summary using the main ideas.

Boy's Invention Solves Fishy Problem

Columbia, Missouri -

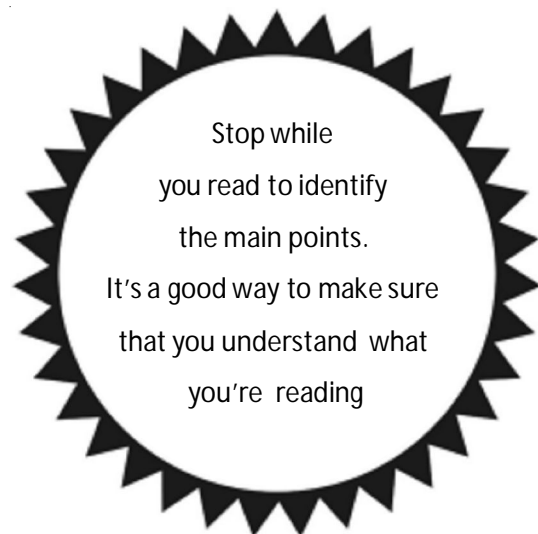
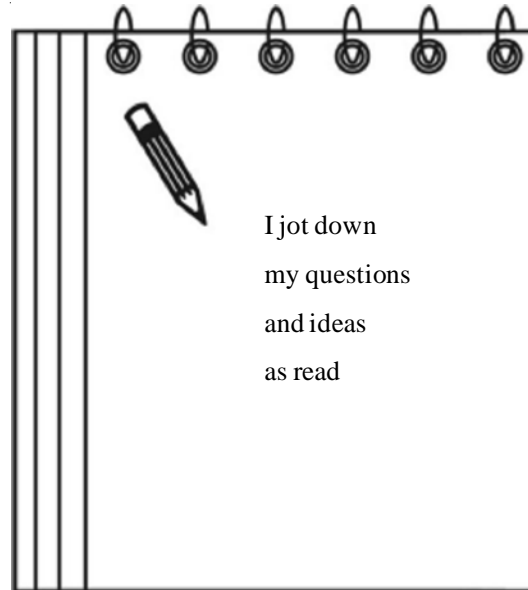
Eric Bundle, 8 could not get anyone to feed his fish while he was on vacation. So he invented a way to feed his fish by phoning his house. Eric won some big prizes and a lot of attention for his invention.

Eric called his invention Dial-a-fish. He clamped a shaker to the phone with an electric kit from the hardware store. When the phone rang, the electricity shook the food into the tank.

Dial-a-fish won a grand prize from 'Invent America!'. 'Invent America!' is a national contest. It gets kids to use their creativity and problem-solving skills.

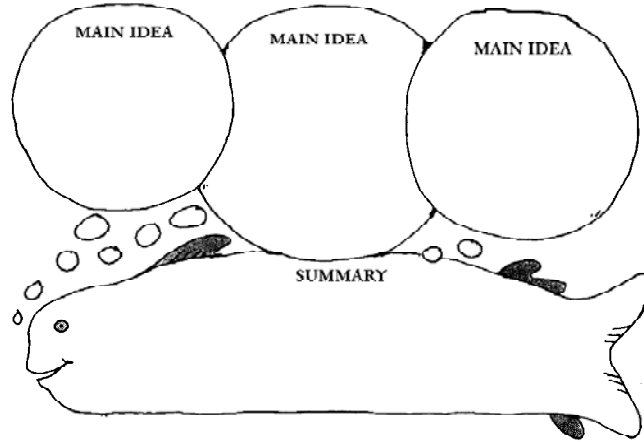
Eric and other grand prize winners went to Washington, D.C. to display their inventions. They also won prizes, including computers and U.S. savings bonds.

Eric even got to be on television. David Letterman, a talk-show host, liked the invention so much that he invited Eric to be on his show.



Summarize

*Write the main ideas of the paragraphs in 'Boys invention solves fishy problem'.
Then use the main ideas to write a summary of the article.*



Writing a brief summary of the story

A summary is a shortened account of a story. Even the brief summary gives the total effect if it answers the questions where, who, what, how, when and why.

These points can be interpreted as

- the setting
- the characters
- the problem
- the solution and
- the moral

While summarising a story

- read the story carefully
- make notes on the above mentioned points
- give a suitable title

Task 3

At the Trainee's Level

Read the story. Follow the steps given above and summarise the story.

The Smiling Woman

(You have the power to change yourself as this story shows!)

THERE was an old woman who was always in tears. One day a monk asked her why she was always so sad.



“It’s like this,” said the woman. “One of my daughters is married to an umbrella seller while the other is married to a potter. If it’s sunny I feel sorry for the daughter who is married to the umbrella seller because I know her husband will not sell any umbrella that day. If it’s cloudy and looks like it’s going to rain I feel sorry for my other daughter. Pots have to be dried in the sun and if it’s raining I know her husband won’t have any pots to sell the next day.

In these parts it’s nearly always either cloudy or sunny. That is why I’m, always so sad. You will agree with me that it’s not at all possible for me to be happy under the circumstance!”

“As a matter of fact you are one of the fortunate few who are ideally placed to be happy at all times,” said the monk. “The next time it’s raining do not think of your daughter who is married to the potter. Think only of your daughter who is married to the umbrella seller. Imagine his job. Imagine your daughter’s joy. Take delight in their happiness. If it’s sunny think only of the daughter who is married to the potter. Imagine her husband’s joy at being able to make so many pots. Imagine your daughter’s joy. Take delight in their happiness.”

The woman did as the monk advised, and from then on nobody ever saw her with a sad face. She was always smiling. She became known as the ‘Smiling Woman’.



Adapted from Louis Fernandez

Task 4

Pick up suitable pieces of texts from any Science, History, Geography and Language books. Try these summarising techniques.

- *Word web*
- *Keyword table*
- *Chronological table – (Event 1, 2, 3.....)*
- *Classification (Hierarchy table)*
- *Flow chart (Sequential table)*
- *Mind map*

WRITING REVIEW OF BOOKS

Thinking About Your Book

At the upper primary level - How to encourage and initiate children towards writing review of books.

Stories are fun to read. They are fun to write. Stories are also fun to share with others. When you read a good book, you often want to tell your friends about its *plot*, *characters* and *setting*. Those three parts help you to read and write a story. You can also use them to *report* on a *book*. A book report helps you remember the book, lets you share it with others, and can help you learn how to express your thoughts in writing.

A *book report* tells us about a story in two or three summary paragraphs. The summary tells enough about the story to interest the reader, but it doesn't give away the whole story. Follow these steps to write a book report.

1. Write the title and author of the book. Remember to underline the title.
2. In the first paragraph describe the main character and the setting where he/she lives. The summary paragraph should state what the main character says and does, and what the author says about the character.
3. State one or two important events that happened in the story. This second paragraph is also a summary paragraph.

Writing Your Own Book Report

Choose a book that you have read and liked. Take notes on the parts of the book that you will use in your book report.

1. Write the title and author of the book.
2. Write a summary paragraph that describes the main character. State what the character says and does. Also mention the setting where the character lives.
3. Write a summary paragraph about the plot of the book. Bringout about one or two important events that happen in the story.

Edit Your Book Report

1. Did you write the title and author of the book?
2. Did you describe the main character and the setting?
3. Did you write a summary paragraph about the plot?
4. Did you indent the first sentence of each paragraph?
5. Did you begin your sentences with a capital letter?
6. Did you end your sentences with the correct punctuation?
7. Did you spell your words correctly?

At your level (Trainees level)

Take up the book review section in the newspapers. Read the reviews thoroughly. You can write reviews of any two books you read recently or you liked very much.

Here is an excerpt of a Book Review - KADAVULIN KUZHANTHAIKAL - Autobiography : C.C.Vijayakumari; Sivasakthi Kakkum Karangal, 3/16, Ponniyamman Koil Street, Alapakkam, Porur, Chennai - 600 116, Rs. 250 - The Review was done by Mr. P. Sundaresan - *The Hindu*, Tuesday, February 19, 2008.

Vijayakumari, The epitome of self-confidence and devotion to a cause, speaks her mind through her autobiography. Her great journey through life was beset with trials and tribulations right from her infancy. When conscience smote the teenager for being discriminated against, she quit her parental home with the guts of the “Pudumaippenn” conceived by Bharati. Vijaya turned a live wire wedded only to her work having been reckoned as an instrument of God. The book full of the philosophy of life dilates on this belief. By her own choosing, she lives and works for the mentally challenged whom she calls children of God as well as destitute senior citizens. And she scored a hat trick by running a chain of Sivasakthi Homes in Chennai, Bangalore and Singadivakkam village on the outskirts of Kancheepuram. Focus is on the invaluable services being volunteered by humanitarians. Not to speak of the dedicated board of trustees. There is a loud thinking that translation of this in other languages will go a long way to further the cause.

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PART-A : CONTENT

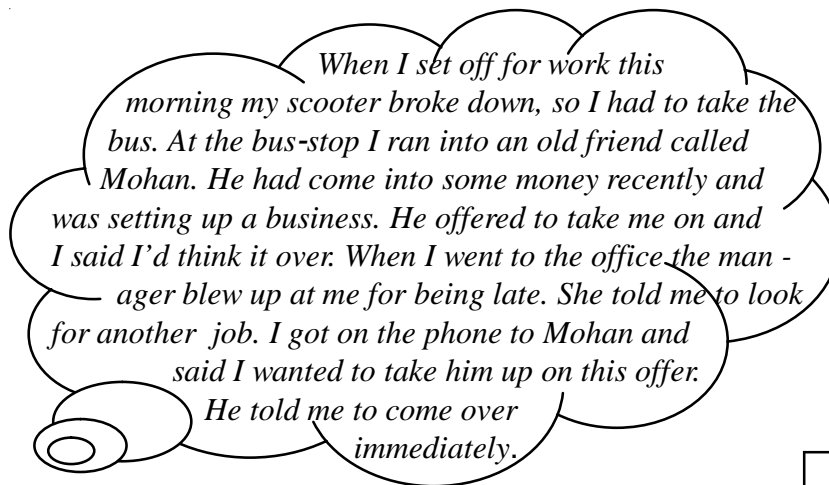
b) GRAMMAR AND USAGE

I. PHRASAL VERBS AND PREPOSITIONAL PHRASES

PHRASAL VERBS

Getting Started:

Read the monologue and write down all the phrasal verbs in it.



- Write down the phrasal verbs in the monologue. The student with the maximum number of correct answers will be the winner.

Task 1:

Class Survey

Materials: 7.6 × 12.7 cms cards in four different colours and a list of difficult phrasal verbs

Time: 40 minutes

Procedure: Choose themes and for each theme frame a set of questions, using the phrasal verbs that you want to practise.

Examples:

Family:

Do you take after your father or your mother?

Did you grow up in a large family or a small family?

Do you get along well with your brothers and sisters?

Are you named after anyone in your family?

Phrasal Verb

Phrasal Verb is a verb + particle (usually words used as prepositions) and is replaceable with a single word.

School

Do you go over your notes after the class?

Do you get along with your new classmates easily?

Do you ever have any trouble in keeping up with the assignments?

What is an important grammar point that you have to look out for?

Task 2:

On the blackboard, there are squares with both parts of phrasal verbs. When a student selects a certain square, he /she must use the phrasal verb in a complete sentence which demonstrates his/her understanding of the meaning. If the sentence is correct, the student puts his/her team's mark in that square.

Example:

set out	do over	fill up
get off	give up	try on
turn off	make up	hang up

A student from Team A chooses “give up”. The student then makes a sentence orally: I couldn't understand the assignment, so I gave up. A sentence such as ‘I gave’ or ‘don't give up’ is not acceptable. If a sentence is accepted as being correct, the student writes an X over the square.

Verb Chain:**Task 3:**

Work in groups of four to six. Take turns to give a phrasal verb, alternately changing the particle and the verb, e.g. A – Take off. B – Take up. C –Let up. D- Let Down. E – Put down. F – Put on. If you can't think of one, you are out of the game. If you doubt another student's phrasal verb, challenge him/her to define it and give an example. If the student can't, he/she is out of the game.

My Mime:**Task 4:**

Shout out the phrasal verb I'm miming

ask for	get up	come in	look for	take off	fall over	hold on	call on
turn up	show off	sit through	lean upon	(get) cut off	come after	cut down	hand in
throw up	run over	look after	come across	run out of	tell off	look up (a word)	give up

Work in groups and see how many of the phrasal verbs you can remember. Take turns to choose verbs to act for the rest of the group using mime and words, e.g. **come across**-
Oh, look! I've found an old coin down the back of this armchair.

Phrasal Verbs: More Hints

A phrasal verb is formed by adding a preposition to a verb. It is used idiomatically to convey a special meaning completely different from the meaning expressed by the verb or the particle. The same verb followed by different particles conveys different meanings. Some phrasal verbs have objects and some don't.

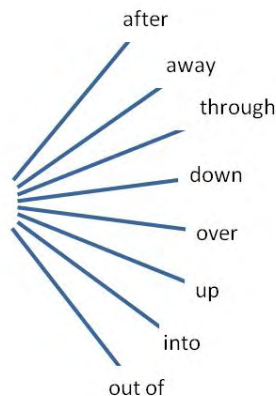
Task 5:

A list of phrasal verbs and their meanings is given below. Learn them carefully and use them in sentences of your own:

Phrasal verb	Meaning
Back out	Withdraw
Break down	Fail, stop working
Call for	Demand
Call off	Cancel
Look after	Take care of
Look down	Hate, despise
Put by	Save
Put off	Postpone
Set in	Begin
Set out	Start

Task 6:

*Use the correct form of **run** with any of these particles to fill in the blanks. The first one is done for you.*



1. At least one person is run down by a car on our road every month.
2. The board at the ration shop announced, "We have _____rice. Wait till the next stock."
3. "I have prepared my chemistry lessons," said Nina, "but let me _____ the equations again."
4. In the _____to the elections, some of the candidates dropped out of the race.
5. The car _____the boy but he escaped unhurt.
6. The policeman _____ the thief but he escaped.
7. The girl _____carrying the basket with her.
8. Unable to park in the narrow area, he _____ a nearby car.

Task 7:

Fill in the blanks with the appropriate phrasal verbs given in brackets. Use the correct tense forms of the verbs.

break in	break down	break out	break through	break up
----------	------------	-----------	---------------	----------

1. The bus _____ on the way due to some mechanical problem and we had to walk all the way.
2. When the USSR _____in 1992, the former Republics formed the Commonwealth of Independent States.
3. Though the enemy's defences were strong, our soldiers _____ them.
4. When the inmates were away, burglars _____
5. The Second World War that _____ in 1939 came to an end in 1945 when the USA dropped two atom bombs each on Nagasaki and Hiroshima in Japan.

Task 8:

Rewrite the following sentences substituting the bold lettered words with the phrasal verbs given below. Use the correct tense form of the verb.

wipe out	call off	take off	switch on	seal off	put on
----------	----------	----------	-----------	----------	--------

1. He **removed** his coat and relaxed in an armchair.
2. She **wore** her new dress for the birthday party.
3. The earthquake **completely destroyed** all the houses in the city.
4. The police **blocked** all the exit points of the city, after a gang of robbers had looted a jewellery shop.
5. After an agreement was reached, the workers **discontinued** their strike.

Task 9:

Use one word for the phrasal verb underlined in the following sentence:

1. He put on a gray shirt and black pants.
2. We called on my cousin in Vellore on our way back home.

3. The boy scouts **set out** on a trip to the jungle.
4. The farmers' revolt was **put down** by the police.
5. The rains had **set in**.

PREPOSITIONAL PHRASE

Underline the prepositional phrases in the paragraph following the example given below:

Although my room in our residence is small, it is very cozy. On the single bed under the window is a spread-sheet quilted by my grandmother before her death. Beside the bed is a small bookcase that was filled with my books and papers.

e.g: In residence.

Phrase One:

<i>in residence</i>	begins with the preposition <i>in</i> and ends with the noun <i>residence</i> .
---------------------	---

Phrase Two

The Difference

Words used as prepositions are also used as particles in phrasal verbs. But they perform different functions and have different structures.
 e.g: The word “from” is a preposition in the sentence. “He comes from Madurai”, (It shows direction) but it is a particle in “He comes from a good family” (Here it is used figuratively).

Quick Hints: Prepositional Phrase

A prepositional phrase will begin with a **preposition** and end with a **noun, pronoun, gerund, or clause**, the “object” of the preposition.

A prepositional phrase will function as an **adjective** or **adverb**. As an adjective, the prepositional phrase will answer the question *Which one?*

Remember that a prepositional phrase will *never* form the subject of a sentence.

Task 10:

In the following sentences, find the prepositions, the objects of the prepositions and the complete prepositional phrases. Draw a grid like the one given below in your notebook. Chart your findings following the example given.

1. The writing of the letter was hard for Rahul and me.
2. Naveen wanted a pair of socks for himself.
3. In our letter we indicated the articles by number.
4. Finally the package arrived at my house.
5. We tore the paper off the box.

<i>Preposition</i>	<i>Object of preposition</i>	<i>Prepositional phrase</i>
<i>of</i>	<i>the letter</i>	for Rahul and me.

Task 11:

Find the prepositional phrases in these easy sentences.

Then chart out the sentences.

- Radar helps in distress.
- Airplanes can fly through storms.
- They can land in darkness.
- The teacher treats the children with kindness.

Prepositional Chain Drill

Task: 12

- Take a small object, such as a pen, and do something with it, then describe your action. (Put the pen on the desk and say, “I put the pen on the desk.”)
- Give the pen to a student and ask him/her, “What did I do with the pen?”
- The student answers and then does something different with the object that involves a different preposition of place.
- The student then passes the object to the next student and asks, “What did we do with the pen?” That student says what the teacher did and what the first student did with the object. The second student then does something different with the object before passing it to the third student.

Example:

Teacher : I put the pen on the desk. What did I do with the pen?

Ramesh : ou put the pen on the desk. I put the pen above my head. What did we do with the pen?

Reshma : The teacher put the pen on the desk. Ramesh put the pen above his head. I put the pen under my book. (To the next student) What did we do with the pen? etc.

This activity continues until no one can do something different with the pen that can be described using a preposition of place.

ERROR ANALYSIS**Task 13:**

1. Divide the class into pairs. Give each pair a copy of the worksheet or other similar worksheets.
2. The pairs read the sentence about the picture and decide if they are correct or incorrect in their preposition usage. If they are incorrect, the members of the other groups must correct them.

Worksheet:

With your partner, decide whether the sentences describing the picture are correct or incorrect. If they are incorrect correct them. Then underline the prepositional phrases.

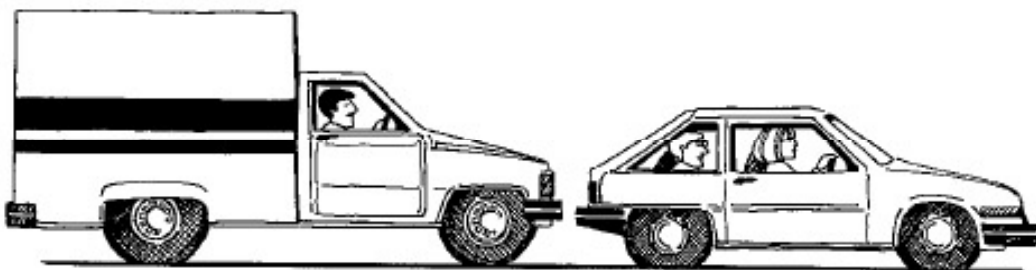
1. The bird is on the umbrella.
2. The hammock is between a tree and a pole.
3. The dog is under the table.
4. The cat is under the table.
5. The baby is beside the father.
6. The chairs are under the table.
7. The man is behind the grill.



Exploration:

Look at the picture and write down five sentences using the prepositional phrases given below.

- 1) In front of 2) at the back of 3) by the side of 4) on the top of 5) at the far end of



In the passage below, circle all the prepositions and underline the objects of the prepositions.

Vivek drives his son to school in Chennai. He then attends his work at a company. After work, he picks up his son from the school, and they go for a walk on the beach or they go around the shops.

2. RELATIVE CLAUSES

Defining relative clauses

Getting Started:

1. You're going to read three stories about a cat, a dog and some monkeys. Read the stories and identify the relative pronouns in each story.

A dog lover from Bombay who rescued a lost dog returned home to find it had eaten his 1000 rupee note which he had saved to buy a new computer.

Monkeys which annoy people in the North Indian state of Punjab are being locked up in a special jail and held until they are ready for release back into society.

A cat feeder, probably for people, who secretly hate their cats, was introduced in 1979. It was a plastic machine that made feeding the cat a simple job. You put food into the feeder and it would automatically give it to the cat. Great idea for a pet owner – but not so great for the cat. The lid of the feeder would often fall down while the cat was eating and hit it on the nose.

The relative pronouns used are:

1)	2)	3)
----	----	----

2. Find these words in the above texts: *who, which and that*. Which of these words are referred to :

- a) animal
- b) people
- c) things

There was this man that loved animals, and one day he found a dog wandering around in the street and he took him home with him. He left the dog in his house while he went out shopping and when he came home he had a bit of a shock. The stupid dog had eaten Rs 1000 that he had saved to buy a new computer.

Monkeys which annoy people in the northern Indian state of Punjab are being locked up in a special jail. (Not all monkeys in the Punjab, just these specific monkeys)

Read the spoken version of the dog story and answer the question:

Can “that” be used for things and people? _____

Using the answers to 1 and 2 above, complete this sentence:

- a) _____ and b) _____ can be used to describe people, and c) _____ and d) _____ can be used to refer to things or animals.

Quick Hints: Relative Clause

A relative clause—also called an *adjective* or *adjectival* clause - will meet three requirements.

First, it will contain a **subject** and **verb**. Next, it will begin with a **relative pronoun** [*who, whom, whose, that, or which*] or a **relative adverb** [*when, where, or why*].

Finally, it will function as an **adjective**, answering the questions *What kind? How many? or Which one?*

Words like *whom, that* and *which* in relative clauses are called relative pronouns. The chart below shows what they refer to.

Relative Pronouns/Relative Adverbs	Refers to:
Who (or whom in formal English when it replaces an object); that (Usually in spoken English)	People: (and sometimes pet animals): There’s the woman who / that told me. There are several people whom I need to talk about. It was my dog who / that chased the cat, not yours.
Which and that	Things: Flowers which / that attract bees are good for gardens.
Where (=in which)	Places: It’s a place where time seems to stand still. Also in descriptions of stories and films:There’s a scene where the hero nearly dies.
When	Time: It was just after 9.00 when he got back.
Whose	People (Possessives): The people whose daughter I look after are moving away.
Why	Reason: And that’s the reason why we’re leaving.

Getting it right

Task: 1 Relative Pronoun

Identify the relative pronoun in each sentence below and explain what it refers to.

	Relative Pronoun	Refers to
Example: I don't know the man that Sarah's talking to, do I?	that	The man
1. What's the name of that TV channel which shows classic films?		
2. As a vegetarian, there aren't many things that I can eat in that restaurant.		
3. Did you hear about the man who was trying to fly round the world in a balloon?		
4. Which is the best holiday that you've ever had?		
5. The doctor has given me some new antibiotics which are better than the old ones.		
6. That's the woman who told me about the job.		

Task: 2

Match the two halves of the sentence and then link them with a suitable relative pronoun.

Example: <i>This is one occasion (when)</i>	A) I mean?
1. Who's that woman _____	B) I feel you can trust.
2. Do you know _____	C) we went swimming and that boy pushed you in the water?
3. She's someone _____	D) she said.
4. The trainer gave him some exercises _____	E) always waits at the bus stop?
5. Do you remember the time _____	F) were aimed at improving his fitness.
6. I can't remember _____	G) we should work together for the good of the company
7. This is the place _____	H) I met my friend for the first time.

Task 3: Complete each conversation with a suitable relative clause.

Example: A : Do you want to go out with us on a picnic?

B : I'd love to, but there are a few things which I have to do.

1. A : I've decided what I want for my birthday. I want that shirt I told you about. The one that _____

B : Oh, well, I'm afraid I've already got your present.

2. A : Are you going anywhere during the holidays?

B : Yes, we are. We're going to a lovely place where _____

3. A : I saw Uma yesterday.
 B : Who's Uma? Well, is she the one _____
 _____ does the news programme on all Friday nights?
 A : Yes. Have you seen any good films lately?
 B : Yes, I saw a good one on TV last week. There was a brilliant scene where _____
4. A : What are you listening to?
 B : It's the CD that _____
 A : Oh yes, of course. I'm glad you like it. I couldn't decide what to give you, but when I heard this, I thought it would be ideal _____

Task 4:

Form sentences with relative clauses about the people in the pictures, using information from Boxes B, and C:

A

1. Who was Mahatma Gandhi ?
2. Who is Abdul Kalam ?
3. Who was Marconi ?
4. Who was Sir CV Raman ?
5. Who was Albert Einstein ?
6. Who was Nelson Mandela ?

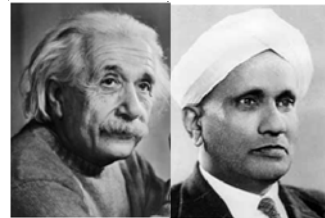


B



1. Albert Einstein invented the Theory of Relativity.
2. Nelson Mandela was in a South African prison for 27 years.
3. Mahatma Gandhi won freedom for our nation.
4. Abdul Kalam won Bharat Ratna in 1997.
5. Marconi invented the radio.
6. Sir CV.Raman discovered the effect of rays on the sea.

C



1. Albert Einstein was an Austrian who invented the Theory of Relativity.
2. _____
3. _____
4. _____
5. _____
6. _____

Indian from Tamil Nadu, American Austrian South African and Englishman

3. NON-DEFINING RELATIVE CLAUSES

Getting Started:

1. Read the article about a businessman, Reuben Singh. What is unusual about him?



Reuben Singh, who is worth about £14 million, hands the phone to his accountant. 'Most newspapers,' says the accountant, 'state that Reuben is worth 15 million. We are a bit conservative and say 14 million. It is still rather a lot.. especially for a 19-year-old,' he adds before passing the phone back to the teenage businessman, who coughs quietly. Singh is the owner of the Miss Attitude Retail Group, which supplies fashion jewellery and accessories. He is also a student at Manchester Metropolitan University, studying for a degree in financial services. Last year, when he was still worth only ten million, he was running his own business while studying for exams at William Hulme Grammar School in Manchester. He opened the first Miss Attitude shop in Manchester less than a year ago; now he has 14 shops with another 16 planned for next year. He points out that he is the only teenager who has set up a company for his own age group.

2. Find and underline all the clauses in the above passage starting with **who**, **which** and **when**.

Defining Relative Clauses versus Non-defining Relative Clauses

Defining Relative Clauses	Some Hints
e.g: 1. I've never met anyone who can type as fast as you can. 2. The magazine which arrived this morning is five days late.	Defining relative clauses tell us which person or thing we mean. They give us essential information which we cannot omit.
Non-defining Relative Clauses	Some Hints
e.g: 1. Our teacher, who teaches us well, has won an award. 2. The novel, which is read all over the world, was first published in London.	Non-defining relative clauses add extra information. If we omit the extra information, we won't seriously change the meaning. We use commas before and after them.

Look at the relative clause in this sentence:

Reuben Singh, who is worth about £14 million, hands the phone to his accountant.
 The non-defining relative clause gives extra information. The sentence is still meaningful without it: *Reuben Singh hands the phone to his accountant.*

Compare it with this defining relative clause:

... he is *the only* teenager who *has set up a company for his own age group*.

This relative clause is essential *to* make the sentence meaningful. It distinguishes this teenager from others.

Looking at language:

Who, (and its other form **whom**) is used as a relative pronoun with people, and **which** is used with things.

e.g: He is the man who came yesterday.

The man whom I saw is here.

The book which I read is there.

That can be used instead of **which** or **who**. However, **that**, unlike **which** or **who**, is used to define a thing or person from among others. Notice the difference between these two sentences.

- My brother, who is in Mumbai, sent me this book.
- My brother that is in Mumbai sent me this book.

In the first sentence **who** introduces a non-defining clause: it merely tells us something additional about the writer's brother: he is in Mumbai. It can be seen that he may be the writer's only brother. In the second sentence '**that**' introduces a defining clause: one that distinguishes between several things or people. It can be seen that the writer has several brothers but he is singling out the particular one he has in Bombay. Thus in clauses which are purely descriptive and non-defining, **which** and **who** should be used.

e.g: The teacher, who joined yesterday, is from Madurai.

The tree, which, fell on the road, was removed.

Notice that such clauses are separated from the rest of the sentence by commas, while defining clauses are not.

Task 1:

Fill in the blanks, with 'who' or 'which' wherever necessary.

- a. Please give me the name of the mechanic _____ repaired your TV.
- b. Is that the woman _____ gave tea and blankets to the refugees?
- c. The car _____ we have just bought is air-conditioned.
- d. Was it your mother _____ started a dispensary in this village?
- e. I want to congratulate the man _____ planted a hundreds trees in this colony.
- f. This is not the shop _____ sells handicrafts from different parts of the country.

Task 2:

Combine the sentences using a relative clause

1. The boy is swimming. He is my brother.
2. The Taj Mahal is in Agra. It is visited by many people.
3. The man is an engineer. He lives next door.
4. The shop was destroyed by fire. It has been rebuilt.
5. You lost a chain. Have you found the chain?
6. I met a girl. Her mother is a doctor.

Getting it right:

Exercise 1 Defining and non-defining relative clauses

Underline the relative clause in each sentence, and say if it is defining or non-defining.

Then answer the question about the sentence.

e.g: The house, which is beautiful, stands near the river. Non-defining

Which is the main information, a) or b)?

a) *The house is beautiful.* b) *The house stands near the river.* Ans: b

1. My sister, who had been sitting still for a very long time, finally spoke.
Does the sentence make sense if you leave out the relative clause?

2. The woman who was standing in the corner finally left, but the other women stayed behind.
Is the sentence all right if you leave out the relative clause?
3. A boy, who was wearing a jacket, was seen running away from the burning car.....Which is the main information, a) or b)?
a) The boy was wearing a jacket.
b) The boy was seen running away from the burning car.
4. I've got a new job which is wonderful.
What is wonderful, a) or b)?
a) The job itself. b) Having a new job.
5. The chairs, which at first looked old and dirty, were very valuable.
Which is the main information, a) or b)?
a) The chairs were old and dirty. b) The chairs were very valuable.

Exercise-2: Building sentences:

Make sentences by joining the boxes using non-defining relative clauses.

Examples:

- | | | | |
|----|-----------------|------------------------|-----------|
| | coat | new | green |
| | hotel | Rs 3000
per night | expensive |
| 1. | story | interesting | too long |
| 2. | mobile
phone | Japan | tiny |
| 3. | plant | flowers
are yellow | rare |
| 4. | John | job | good |
| 5. | man | two young
daughters | 76 |

His coat, which was new, was green.

The hotel costs Rs 3000 per night, which is expensive.

Exercise-3: Learning from learners:

Rewrite each learner's extract as one sentence using a defining or non-defining relative clause

e.g:

- While I was there I met a really interesting man. He told me all about his travels in Asia.
- While I was there I met a really interesting man who told me all about his travels in Asia. (Defining)

1. We went to this wonderful holiday complex. There was a huge pool and a fitness center
.....
2. The pool was used for training by Olympic athletes. It was over 100 meters long.
.....
3. Our room had a fantastic view over the beach. The room had a large balcony.
.....
4. There were lots of insects. They kept me awake at nights with their buzzing and biting.
.....
5. Goa has a beautiful golden beach. The beach is always crowded.
.....

Classwork:

Write as required below on a piece of paper. Add a relative clause to it:

Step 1: Take a long piece of paper. Write the following sentence: “ One day a thirsty crow was looking for water.” Let the student add a relative clause to it.

Step 2: Let the completed answer be folded in such a way that the next student cannot see the previous answer.

Step 3: Write another sentence with a relative clause in it.

Continue like this until the task is completed.

Tendulkar is an Indian Cricketer. He has scored the maximum centuries in One Day cricket
2 sentences
He → who
Tendulkar is an Indian Cricketer who has scored the maximum centuries in One Day cricket
1 sentence



I saw a dog. It had three puppies
2 sentences
It → that or which
I saw a dog that had three puppies
I saw a dog which had three puppies
1 sentence

4. CONDITIONAL SENTENCES

Getting Started:

Match extracts 1, 2 and 3 to the correct headings, a), b) or c)

- a) What a Winner! B) Jupiter, Saviour of the World c) Bat Talk

1. Heading:

If a large comet hit the Earth, humans would very soon die out. If it hit the land, it would cause earthquakes worldwide, knocking down almost every building. If it landed in the deepest ocean, it would send waves thousands of feet high over surrounding continents. A minimum of a billion people might die. But Jupiter helps to stop such disasters.

2. Heading:

MARGARET JONES, 56, can't seem to stop winning. She has won two out of the three competitions she has entered this year, and now she has won the lottery too! Ok, so she didn't win the top prize, but she's not unhappy with her Euro 50,000. 'Margaret is amazing. 'If she enters a competition, she wins' says husband Mike.

3. Heading:

The rat lost its way in the room. It turned left and found there a cat near the door. So it turned right; there it saw a dog sleeping. "If it had not turned right, the dog would not have caught the rat", says the bat on the roof.

Which of the 'if' sentences describe real, possible situations?

Which describe unreal or imaginary situations?

Does any refer to the past?

Looking at language:

Conditional Sentences

Conditional sentences usually have an if clause (the conditions) and another clause (the result): If a large enough comet hit the Earth (condition), humans would very soon die out (result). The 'if' clause can come either before or after the result clause.

There are three common types of conditional sentences depending on the time namely present, past, future, and the degree of possibility and certainty.

Three Types of Conditional Sentences

1. First Conditional : Possible (Probable)/Real/ Open /Factual condition

If clause (Subordinate Clause) condition	Independent Clause result
If+present tense	(then)+future tense with will or modal verbs such as may/can/might/should+infinitive.
Eg: If students study systematically, they will get good marks.	
Meaning: This expresses a possible condition in the future with a reasonably likely result.	

More Examples

- a) If I drop this glass, it will break.
- b) If you send an SMS now, it will reach him immediately.

In this type of sentences the condition in the ‘if’ clause may or may not be fulfilled. The present tense refers only to a possible future action.

Task 1: Functions

	Sentences		Functions
e.g	<i>If we don't leave now, we'll miss the train.</i>		<i>prediction</i>
1	If you want, I'll wash the dishes.	a	Offer
2	If you touch that wire, you'll get an electric shock.	b	Advice
3	If you don't stop doing that, I'll get angry.	c	Warning
4	If you explain why you did it, he'll understand.	d	Assurance
5	If you turn it round the other way, it'll fit.	e	Suggestion

Task 2 :

Imagine you are a team captain of a game and your team is going to play a match. Advise your team in a few sentences on how to play the match using statements of open conditions Type 1. **e.g:** If you stay together, you will win the match.

Task 3: If it's sunny...

Work in groups of three or four. Take turns to continue one of these sequences. After each sentence, the group should ask what will happen next. e.g:

- A - *If I go to the park, I'll play with my friends.*
 Group - *What will you get if you play with your friends?*
 B - *If I play with my friends, I'll be happy.*
 Group - *What will happen if you are happy?*
 C - *If I am happy, I'll be healthy.*
 Group - *What will happen, if you are healthy?*

- If it rains tomorrow...
- If I study hard
- If we win the match
- If we save enough
- If I learn Java.

2. Second Conditional : *Hypothetical / Improbable / Unreal/ Imaginary condition*

If clause (<i>Subordinate Clause</i>) condition	<i>Independent Clause</i> result
If+simple past	(then)+would/might/could+infinitive
eg: If I won the contest, I would give you a treat.	
Meaning: This expresses imaginary, hypothetical situations; talking about a possible event in the future, but results are only remotely likely to happen.	

More Examples:

- If I were in your position, I would not do such a foolish thing.
- If I had a first class ticket, I could travel comfortably.
- If I were an eagle, I might build my nest on this high sea-facing cliff.

Task 4:

What if....

Supposing you could meet anyone you wanted, alive or dead, who would it be? Why? What would you say to him/her?

If you could live in another place and time in history, what would it be?

In small groups, brainstorm some endings for these sentences. Choose the best from your group and write the whole sentence down. (Ask the groups to read out their ideas and invite the class to choose their favourites.)

If the world was flat...	If animals could speak...
If we were all clones...	If cows could fly...
If you had two heads...	If money grew on trees ...
If nobody knew how to read...	If there was no money...

If I gave you ten lakh rupees, what would you do with it? Write a list of *five* things. Read out your list.

Task 5:

On a piece of paper, write the first part of an “if...” sentence and give it to another student to complete.

1. If I met the President of India face to face
2. If cigarettes were banned ...

3. If human beings lived for 150 years ... 4. If I had only six months to live.

5. If I saw a snake...

Task 6: *Transform the sentences as directed.*

1. If you study, you will pass (change to type 2).
2. If I had learnt swimming, I would have been able to save some flood victims (change to type 1).
3. If you upheld values, you would not be corrupted (change to type 3).

3. Third Conditional : *Unfulfilled / Impossible condition.*

If clause (Subordinate Clause) condition	Independent Clause result
If + past perfect	(then)+would have/might have/could have +past participle
e.g: If I had studied well, I would have got good marks. (or) Had I studied well, I would have got good marks.	
Meaning: This indicates imaginary past situations and speculates what might have been; this condition is used to express past mistakes, past wishes etc.	

More Examples:

- a. If the boys had practised a little more, they would have won the match.
- b. If I had won the contest, I would have given you a treat.

Task 7:

Speculation

- In pairs, talk about your childhood and speculate about how things might have been different.
e.g. If I had worked harder at school, I could have got a better job.
If we had lived in the country instead of a big city, my parents wouldn't have worried about my safety so much.
- In pairs, think about some recent events in the news. Discuss how they might have been different.
e.g. If they had built the bridge properly, it wouldn't have fallen down in the earthquake.
If the referee had been fair, Brazil would have won the football match.

Task 8: Write “if..” sentences based on the remarks below.

e.g. Why didn't tell me you were ill?

Ans: If you had told me you were ill, I would have visited you.

- | | |
|---|--|
| 1. Sorry, I didn't know it was your birthday party. | 2. It's a pity the weather was so bad. |
| 3. It's a good thing they didn't open my suitcase. | 4. I didn't have any more money with me. |

Task 9: Identify the type of ‘if’ clause used in each of the following sentences:

1. Your parents will be unhappy if you lie to them.
2. If I had known how to solve those problems, I would have finished my class work on time.
3. If Rahul had asked for more money, I would have surely lent him some.
4. He would study abroad if he won a merit scholarship.
5. If you do well in the examination, you will score high marks.
6. If nature gave us another living planet, would we use it more sensibly?

Task 10:

Getting the form right: Second Conditional

Write answers for questions 1-3 below, and write suitable questions for answers 4-6.

e.g.: How would your friend feel if you always wore the same clothes as him?
He'd probably get quite annoyed with me.

1. What would you do if you found Rs 1000 in the street?
.....
2. What would you do if you were lost in a crowd?
.....
3. Where would you live if you could live anywhere in the world?
.....

e. g. : How would you feel if you came first in all your exams?

4. I'd be really happy, but I'd probably feel a bit sorry for my friends who didn't do as well as me.
.....
5. I'd probably scream and run away, although actually I don't believe in things like that.
.....
6. I wouldn't touch it. I'd call for help and move away from it.
.....

Exploration:

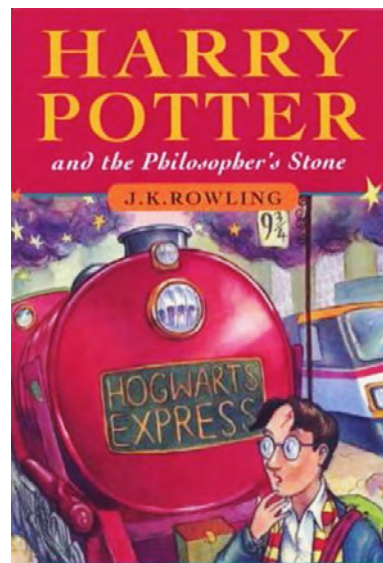
How will you use classroom situations to teach Conditionals?

5. INFINITIVES AND GERUNDS

Getting Started:

Task 1:

Read the reviews for the book *Harry Potter and the Philosopher's Stone* by J.K. Rowling. Underline one word in each review that shows the speaker liked the book.



'I think Harry Potter and the Philosopher's Stone is brilliant. Once you start reading you can't stop. My Mum kept telling me off because every night I was using up the electricity till very late. I didn't want to stop until I'd reached the very end.'

'I love Harry Potter and the Philosopher's Stone. Before I read this book my parents had to force me to spend time in reading something. I preferred watching TV or playing computer games. Now I want to read all the Harry Potter books.'

'Harry Potter and the Philosopher's Stone is a spectacular book. The story goes straight to your head. It's very funny. It made me wish I were a wizard. I'd love to make up magic spells.'

These verbs in the texts – start, keep, want, force, prefer, make, love – are all followed by another verb. Put them in the right column in the chart following the examples given.

Verb + to + infinitive	Verb + object + to + infinitive
want to stop	force me to spend
Verb + -ing form	Verb + object + infinitive
start reading	made me wish

Quick Hints: Infinitive

We often use the base form of a verb (go) as an infinitive. We call this the **bare infinitive** because we use it without ‘to’. We must distinguish it from the **to-infinitive**, where we always use ‘to’ in front of the base form of the verb (to go).

The most common use of the bare infinitive is after **modal verbs.e.g.** He may go. She can help.

Looking at language:

When ‘to’ is added to a verb, it is *an infinitive*.

e.g: *to receive*

I am happy *to receive* a letter from my brother.

An infinitive can be *the subject, object, and complement* of a sentence.

Infinitive used as a subject

To err is human.

To forgive is divine.

To drink water is good for health.

Infinitive used as an object

He likes *to play* football.

We want *to speak* English.

I wish *to know* his name.

Infinitive used as a complement

My ambition is *to become* a doctor.

Our aim is *to teach* well.

Our objective is *to complete* the task by next week.

Verb + object +infinitive

Most verbs and particularly verbs of persuading, asking, wanting and ordering are followed by the “object-and-infinitive” construction.

I want *you to go away*.

He persuaded *his friend to do it unaided*.

The director told *him to increase sales*.

We asked *our client to help us*.

Infinitive without to

There are also some verbs which take the infinitive without *to*.

These are:

1. Modal Verbs: *may, must, can, should, will, would*, etc.

You must do this research quickly.

This firm can't manufacture umbrellas.

He shouldn't carry all that money about.

2. The verbs *let* and *make* and *have*:

Let me tell you.

We had the waiter take the cups away.

I can't make him understand.

Please let us come in.

3. Notice, however, that in the passive *make* does take *to*:

He was made to finish his work.

The girls were made to come home early.

Task 2:

Purpose

- The class is divided into pairs. Each pair is allotted a list of ten places given in the box. The students have to take turns to ask and answer the questions in the following way.

Student A:

e.g. *Why did you go to the bank?*

Student B:

I went there to withdraw some money.

Similarly each pair of students has to make sentences using the words and write them down.

Later the teacher can write down the sentences on the blackboard.

theatre, station, cinema, cafe, bakery, chemist, travel agency, post office, hospital

Task 3:

Fill in the blanks with the correct forms of the verbs.

How to Get Rid of Rats

When I was a young man, working in Malaya, my boss gave me a difficult job to do. The roof of his house had become infested with rats and he (want/I get rid of) *wanted me to get rid of* them for him. I tried everything: rat poison, cats, even a mongoose, but I (fail/remove)_____ them. Then a friend of mine (advise/I use) _____ a python. I (considered this/be)_____ my last chance and (agree/try)_____ it. My friend brought me a box in which he had trapped a young python, about six feet long. We (manage/get)_____ the box into the roof and

then released the python. The effect was amazing! The rats disappeared in no time!
It (prove/be) _____ a wonderful solution. But then we didn't know (what/
do)_____ with the python. It(take / six of us an hour/get)_____ it into
the box and then we returned it to the jungle.

Task 4:

Why bother?

In pairs, think of reasons for doing these things,

e.g. write - We are writing this letter *to convey our greetings to you.*(reason)

Make sentences using the verbs in the box in the infinitive form.

study, drink coffee, run, think, breathe, cook, sleep, work, go to the gym, learn English,
eat, have a bath.

Gerund

Gerunds are verbal nouns. They are derived from verbs. (ie) 'ing' is added to verbs (eg. Walking, smoking, sleeping.)

Gerunds as Subject:

Walking is a good exercise

Bathing daily is a good habit

Smoking is a bad habit.

Drinking alcohol is banned in Gujarat.

Gerund as object:

I like reading novels.

My friend has stopped talking to me.

Gerund as object complement:

Seeing is believing.

It is not worth reading.

It is something worth buying.

Gerunds are used with preposition:

I am fond of eating chocolates.

I am fond of drinking Fanta.

I am interested in reading comics.

I am interested in watching movies.

I am interested in dancing.

Quick Hints: Gerund

Every gerund, without exception, ends in **ing**. We can use the **-ing** form (gerund) like any other noun . Thus, gerunds can be **subjects**, **subject complements**, **direct objects**, , **indirect objects**, and **objects of prepositions**. Present participles, on the other hand, complete progressive verbs or act as **modifiers**.

Verb+-ing form:

These following verbs are followed by the –ing form of the second verb:

avoid can't help can't stand consider deny enjoy feel like finish give
up hate imagine keep like love mind practice prefer put off suggest
understand

e.g.

- Avoid *telling* lies.
- I can't help *pitying* him.

We can group some of these verbs like this:

Like and dislike verbs: *like, love, mind, can't, stand, enjoy, hate, prefer*

e.g. I don't like getting up early.

Time verbs: *Start, stop, continue, begin, put off*

e.g. I began taking singing lessons as a child.

Some verbs – like, love begin, start, continue – can be followed by either the infinitive or the –ing form.

e.g. I like sailing. / I like to sail.
She began having lessons. / She began to have lessons.

Verb+gerund or infinitive

The verbs *like* and *love* take the infinitive when referring to a particular action and the gerund when speaking of a more general one.

e.g. I would like to go to the play tonight. (Particular).
I like going to the theatre. (General).
We would love to meet him. (Particular).
We love meeting friends. (General).

Tasks 6:



Fill in the blanks with either gerunds or infinitives using the verbs in the brackets

1. Babu would like _____ (meet) you.
2. Do you like _____ (drive)?
3. I travel a lot. I love _____ (travel)
4. I enjoy _____ (dance)
5. Where do you want _____ (go)?
6. What have you decided _____ (do)?
7. Why did you start _____ (cry)?
8. Have you finished _____ (clean) the kitchen.

Verbs of sensation

Verbs of sensation like *see, watch, hear, feel, smell etc* take the gerund or the infinitive without *to*.

Consider these examples:

Gerund	Infinitive
I saw him crossing the street.	I saw him cross the street
	
Here I saw an action that was going on but not yet finished	Here I have seen the action finished; he has reached the other side of the street

Task 5:

Choosing the correct form

Read the stories and fill in the blanks with verbs from the box in the correct form (infinitive or gerund).

go	keep away	know	lie	feed
----	-----------	------	-----	------

- 1) The doors were just about to close on the underground train when I saw a pigeon hop in. The tourists wanted (1)..... it with crisps , but the bird wasn't interested . It appeared (2)..... where it was going and as the doors opened at the next station, it flew out.

- 2) On 29 January a worried resident of Srirengapatnam saw a cobra (3)..... motionless by the sides of the road. He rang the local animal hospital and was advised not (4).....near it. As the man waited for help he warned other people (5).....When a man arrived from the animal hospital in full protective clothing and approached the snake, he realized it was an old car exhaust pipe.

Exploration:

In pairs, think of three activities. Write a sentence about each one explaining why you do it. Read out the reason for the class to guess the activity, e.g. I do this to relax after a day at the office (have a bath).

6. FRAMING QUESTIONS

Read the questionnaire. What are your answers to the questions in it? Are any of them the same as the great tennis star Sania Mirza's answers?

Questionnaire

What is your physical training regime like?

I get up at 5.30 am and go for physical training. I do about three hours of physical fitness training in a day.

What do you enjoy doing in your spare time?

I like being at home just watching a movie or surfing the Net.

What surfing do you actually do?

Usually I see tennisindia.org. That's a good site.

Do you listen to music?

I listen to it, but not a lot of it.

What colours do you like?

Black, red and blue.

Do you have a large circle of friends?

Not large and it is hard for me to stay in touch with many people. Only a few friends.



Are the speakers in the conversation given below friends or family? Who is who?

- A. Daddy, what do you want?
- B. Have you got a spoon? What do you want, Kumar?
- A. Some of the rice, daddy?
- B. Here you are. Why are you looking like that, Meena? Are you OK?
- C. I am tired, dad. I want to go to bed.
- B. OK Good Night.
- C. Good Night, dad.
- A. Good Night, Meena.

Underline all the questions in the questionnaire in the **Task 1** and the conversation in **Task 2**.

Looking at the language:

An auxiliary verb comes before the subject in a question. The rest of the verb group comes after the subject.

Auxiliary	Subject	
Are	you	waiting for the bus?
Have	they	finished the work?

When there is no auxiliary in the statement, we use auxiliary *do + infinitive* in the question.

Statement	Question
I like cricket.	Do you like cricket?
They went to Kashmir for their holiday.	Where did they go for their holiday?

Quick Hints

We do not use *do* in a question if there is another auxiliary or modal verb, or with the verb *to be*.

e.g. Have you had lunch yet? Can Prem speak Telugu? What is your phone number?

Yes or *No* questions begin with an auxiliary verb:

e.g. Do you want any more?

Wh- questions begin with a wh-word

(who, what, which, why, when, where, how) and ask for information.

e.g. What do you want, Kumar?

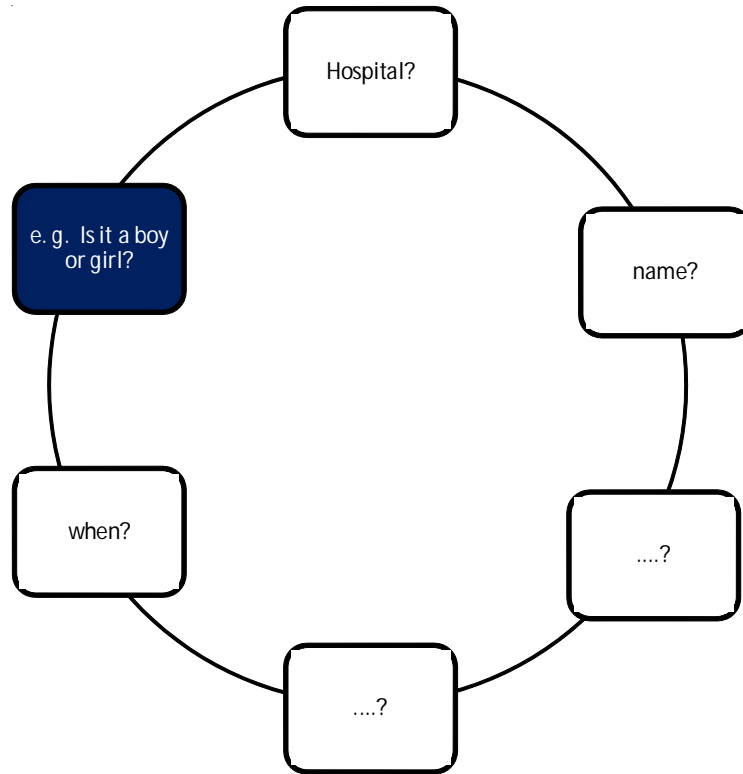
Task 3:

Ram is being interviewed for a job. Look at the interviewer's notes and Ram's answers, then write the questions the interviewer is asking Ram.

	Interviewer's Notes	Questions	Ram's Answers
1.	Age?	How old are you?	I'm 18.
2.	Live locally?		Yes, I do.
3.	Address?		5, MG Road.
4.	When / leave School		Last year.
5.	Which school / go?		Sivaram High School.
6.	Work / now?		Yes, I am.
7.	Who /work for?		Sharma Limited.
8.	How long?		For six months.
9.	Enjoy / present job?		Yes, I do.
10.	Why / want / Leave?		The pay isn't good.

Tell Me More:

Look at this piece of news. What other details do you want to know? Write some questions.



Task 4:

Find someone who

Brief dialogues

Procedure: The students have one minute to walk around the room and find at least one person in the class who was born in the same month as they were; they get one point for every person they find in time. Then they have to find someone who was born on the same day of the month. Give further similar tasks for as much time as you have seen the box for suggestions. At the end, see how many points each student has.

Box: Find someone who

- Was born on the same date as you.
- Has the same number of brothers as you.
- Has the same number of sisters as you.
- Ate at least two of the same items as you did for breakfast.
- Likes the same favourite colour as you.
- Got up at the same time as you did this morning.

What questions would you ask in these situations?

You and your friends are planning a picnic. You need someone who can cook well.

e.g. : Who can cook well? / Which of you can cook well?

1. A friend has just seen a film and you want to know the story-line.
.....
2. You are discussing a cricket match with a friend. You were most impressed by a particular player. What about your friend's opinion?
.....
3. You're chatting with friends. A chair is squeaking. You find it annoying.
.....
4. You are at a function and want to go home, but someone's bike is blocking your exit. You want to identify the owner of the bike.
.....
5. You want to identify the students who want to come with you on an excursion.
.....

Exploration:

- *Can question skills improve communication skills?*
- *Exchange your views with your friends on the places you have visited and ask one another questions on the importance of the places.*

7. QUESTION TAGS

Practice :

Match column A with Column B by writing the correct numbers in the answer boxes.

	Column A	Column B	Answer
1.	Raja is Balu's younger brother,	doesn't he?	6
2.	The train has just arrived,	aren't we?	
3.	You can't swim,	will he?	
4.	He won't come tomorrow,	can you?	
5.	We are tall and strong,	hasn't it?	
6.	He speaks good English,	isn't he?	

Quick Hints

- A statement can be turned into a question by adding a question tag at the end of it.
e.g.: This book is very interesting, isn't it?
- A question tag is used to check whether something is true.
e.g.: Your brother is a lawyer, isn't he?
- There is no short form for 'am not', so 'aren't' is used to form question tags instead.
e.g.: I am in the team, aren't I?

If we want to ask for information we usually use the standard question form. However, sometimes we just want to keep a conversation going, or confirm information. In this case, question tags are often used to solicit input or confirmation to what we are saying. Using question tags well also promotes a keen understanding of the use of various auxiliary verbs. For examples:

1. You are all in class X, aren't you?
2. It isn't going to rain, is it?
3. You didn't write the test, did you?
4. Hard work pays, doesn't it?
5. He is too young to be your teacher, isn't he?

In the sentences you will notice that generally there are certain patterns as given below:

- a) An affirmative statement takes a negative tag, and a negative statement takes an affirmative tag.
- b) The auxiliary verb of the statement and the tag are generally the same and carry the same tense as seen in 1, 2 and 5.
- c) In other statements the auxiliary is added to form the tag question as in example 4.
- d) The statement is followed by a comma and the tag by a question mark.

Task 1

Group activity

Instruction to the teacher:

- Ask each student to write his/her name on a piece of paper followed by five simple statements about himself / herself. For example: I have been in Tamilnadu for four years. I live in Chennai.
- Collect the statements and re-distribute the sheets to different students. Make sure that the students keep the sheets upside down until they are called out.
- Each student then uses the statements to ask question tag questions, to the student who has written the statements. For example: You have been in Tamilnadu for four years, haven't you? You live in Chennai, don't you?

Task 2:

Add suitable question tags. Each question tag should be used only once.

isn't it?, has he?, were you?, aren't you?, doesn't he?, do you?, is she?, didn't you?, did she?, aren't I?

1. She didn't watch the film last night, _____
2. It's great to see each other again, _____
3. He comes every Friday, _____
4. You're married, _____
5. You went to Gopal's last weekend, _____
6. You don't like oranges, _____
7. He hasn't lived here long, _____
8. You weren't invited to the party, _____
9. I am reading well, _____
10. She isn't very young, _____

Task 3:

Match the sentence halves.

1.	They enjoyed cooking	a. don't you?
2.	They aren't serious	b. are n't I?
3.	You live in an apartment	c. has she?
4.	She doesn't speak Malayalam	d. had they?
5.	They won't keep quiet	e. isn't it?
6.	He isn't concentrating	f. does she?
7.	They hadn't visited you before	g. is he?
8.	This music is fantastic	h. will they?
9.	I am very clever.....	i. are they?
10.	She hasn't studied for a week.....	j. didn't they?

Task 4:

Match the following:

e.g.

1. Your uncle is a good singer	a. ...don't they?
2. Penguins can't fly	b. ...isn't it?
3. It's a bit cold today	c. ...have you?
4. They speak Telugu in Andhra Pradesh	d. ...can they?
5. You haven't seen my glasses	e. ...isn't he?

Task 5:

In pairs, choose some of the questions and write short dialogues, e.g.

- A – You know Shiva, don't you?
- B – No, I don't think I've ever met him.
- A – Are you sure? Weren't you at the dentist's yesterday? He was there with toothache.
- B – Oh! Yes, I know him!

Checkpoint:

1. When writing question tags, we usually follow these rules:
 - a. Use negative question tags with affirmative statements; the verb 'to be' in the question tag must be in the negative form of the verb 'to be' in the statement.
e.g.: It **is** raining, **isn't** it?
They **are** your classmates, **aren't** they?
 - b. Use short forms
e.g.: Use '**aren't**' instead of '**are not**':
Those shoes are new, **aren't** they?
 - c. Use pronouns, not nouns or noun phrases
e.g.: **Reena** is Ram's sister, isn't **she**? ✓
Reena is Ram's sister, isn't **Reena**? ✗
2. The pronoun in a question tag must agree with the subject of the statement.
e.g.: **Your uncle** is a good singer, isn't **he**? ✓

Exploration:

- Create a mock interview and elicit answers from others using question tags.

8. ACTIVE AND PASSIVE VOICE

Getting started:

Read one of the extracts from an article about a burglary. Then answer this question: Why was the burglary unusual?

Extract 1:

'Police? I want to report a burglary. Somebody has stolen my house.

I went to put the key in the door and the door had gone,' Mr McSharry said yesterday. 'Not only that, but somebody had taken the stone around the door too. Inside there was almost nothing left and I thought there must have been a terrible mistake. It is the worst theft I have ever seen. There was nothing left but the walls.'

The police believe an organized gang carried out the theft.

'It is important the police catch them,' said Mr. McSharry. 'You can replace a door but you can't replace a whole house.'

Extract 2:

'Police? I want to report a burglary. My house has been stolen.

I went to put the key in the door and the door had gone,' Mr. McSharry said yesterday. 'Not only had that, but the stone around the door had been taken too. Inside there was almost nothing left and I thought there must have been a terrible mistake. It is the worst theft I have ever seen. There was nothing left but the walls.'

The police believe the theft was carried out by an organized gang.

'It is important they are caught,' said Mr. McSharry. "A door can be replaced but a whole house can't be replaced."

Read both extracts and underline any differences you notice.

Look at the two opening lines. Which opening lines makes the house more important than the thief?

How does it do this?.....

Looking at language

In English a verb can be active or passive.

Active: The starting point of a clause is the person or thing that did something (the 'doer'):

Somebody has stolen my house. Here the 'doer' is the subject of the sentence.

Passive: You can use a different starting point, not the 'doer'.

My house has been stolen. Here the object is receiving the action of the 'doer'.

The passive can be used when the 'doer' is known, or not necessary in the information. It is important they are caught. (We know it is the police who will try to catch them.) This use of the passive is typical.

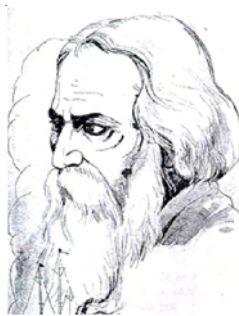
- To describe processes – The emphasis is on how something is produced, not who does it.
e.g.: Tea is grown on hillsides, and is harvested twice a year. It is packed locally before being exported.
- In formal writing, especially impersonal letters which focus on what happens, not who does it.
e.g.: The statement was sent to you at the end of January, and you were asked to repay the loan by the middle of March. This was not done.

Task:1

Complete the sentences using words from each box:

*build paint design write invent
discover found*

*Shajahan Valmiki Columbus Babbage
Wright Brothers Tagore Mother Teresa*



1. Taj Mahal was built by Shajahan.
2. America _____
3. Computers _____
4. The first aircraft _____
5. Gitanjali _____
6. The Sisters of Charity _____

Task 2:

Choosing the best from the following:

Underline the correct verb form

e.g.: The gallery has over 1,000 paintings. These have been collected / have collected during the last 100 years.

1. He was a collector as well as an artist. He collected/ was collected nearly 1,000 paintings.
2. The first pocket calculator weighed almost a kilogram. Its inventor invited / was invited to trade fairs all over the world.
3. These beautiful clocks assemble / are assembled by hand.
4. Visitors are advising / are being advised to stay away from the city centre at night.
5. The five prisoners who escaped last week have caught / have been caught.

Task 3:

Active or passive?

Fill in the blanks with the verb in brackets. Use the active or passive in a suitable tense.

e.g. : 500 million servings of coca-cola (consume) are consumed worldwide every year.

1. 94 per cent of the world's population (recognize).....the coca-cola trademark.
2. 109 is the number of years since Coca-cola (invent)
3. 148 litres (consumed)by the average British every year.
4. The average American (drink).....275 litres every year.
5. Coca-cola (sell).....in 195 countries around the world.
6. Seven billion servings of Coca-cola's produce (these include Cherry Coke, Fanta, Sprite) (consume)..... in Britain last year.

Task 4:

Text completion

Read Extract 2 in 'Getting Started' again.

'Police? I want to report a burglary. My house has been stolen.

I went to put the key in the door and the door.....(1)' Mr McSharry said yesterday.

'Not only that, but the stone around the door(2) too. Inside there was almost nothing left and(3) there must have been a terrible mistake. It is the worst theft I (4) .There was nothing left but the walls.' The police believe the theft.....(5) by an organized gang. 'It is important(6)' said Mr McSharry. 'You can, (7) but you can't(8)'.
'

Then fill in gaps 1-8, choosing the active or passive voice. The boxes of nouns / pronouns and verbs will help you.

Nouns/ Pronouns	a door	the door	house	I	they	a whole house		
Verbs	carry out	catch	go	replace	see	steal	take	think

Classwork:

Think of a book, film or building. Describe it to others in your group, using Passive Voice and the word 'it' before the verbs as the starting point of the sentence. The others have to guess what you are talking about.

e.g.

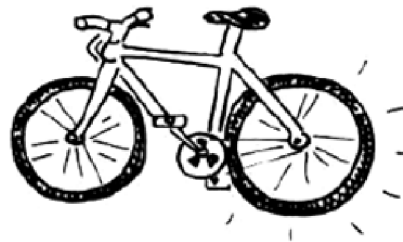
- It was built about 100 years ago in New York. It's very tall, and it was designed to show people that they had arrived in New York. Ans: It is the Statue of Liberty.
- It was written by a Tamil poet about 1000 years ago, and it is in the form of a couplet. It is meaningful and full of wisdom. Ans: I think it is the Thirukkural.

Task 5:

Look at the pictures and change the given verbs into passive form:



(the tree / cut down) The trees has been cut down.



.....(the puncture / mend)



.....(bee / sting)

Task:6

Famous people

Draw two columns on the board and fill the grid with the words given below with one column containing details of discoveries, book etc and the other verbs. Divide the class into two groups. The students in the A group will read out an item in the A Column and

the students in the B group have to come out with sentences using the item in the A column with a verb from the B column in passive form.

In return the student in the B group will read out a verb in the box in the B Column and the students in the A group have to make sentences using passive voice. The group with the maximum number of correct answers will be the winner.

e.g.: Group A: Radio Activity

Group B : Radio Activity was invented by Madame Curie.

Column A	Column B
Thirukural, Theory of Relativity, Theory of Gravity, dynamite, Mona Lisa, television, Taj Mahal, My Experiments with Truth, Penicillin, telephone, theory of evolution, printing, radioactivity	write, discover, invent, paint, build

Task 7:

Newspaper headlines

Work in small groups. Write these newspaper headlines as full sentences. (Allocate a few headlines to each group). Continue the stories to make a complete news bulletin.

e.g. Oil discovered in city centre - Massive reserves of crude oil were discovered in the city centre yesterday when builders started digging the foundations for a new office block...

Mobiles banned in class Trapped girl saved Man abducted by aliens Robbers thwarted by police Woman hit by comet	Dolphin seen in the Ganges Titanic to be raised Dog taught to drive Aussies beaten – at last Cure for cancer
---	--

Task 8:

Modernization

- *Imagine you arrive in your home town after sometime away and you discover that the local government has made a lot of changes. Work in small groups and write passive sentences to describe these changes.*

e.g.

A brand new shopping and cinema complex has been built on the site of the old play ground. All the old buildings have been demolished and new buildings are built.

- In groups, discuss some of the changes that should be made to the area you live in, e.g. the main road should be made into a pedestrian zone. That old building on the corner should be pulled down.
- In your groups, discuss some changes you think should be made to this school and / or classroom.

9. SIMPLE, COMPOUND AND COMPLEX

SIMPLE SENTENCE

Task 1:

Underline the verbs in the sentences and state if they make complete sense.

- A. Some students like to study in the mornings.
- B. Raghu and Peter play football every afternoon.
- C. Prema goes to the library every day.

Simple Sentence

A simple sentence, also called an independent clause, contains a subject and a verb, and it expresses a complete thought. The three examples above are all simple sentences.

Task 2:

Underline the subject once and the verb twice.

1. Mountain bikes have fifteen to twenty one gears.
2. A rider uses high gears to keep the bike at speed during level riding.
3. Flat levels and smooth surfaces are the right terrains for using the middle and high gears.
4. I ride my bike on middle gear on the roads.

COMPOUND SENTENCE

Task 3:

Identify the coordinating conjunctions in the following sentences

- a. I tried to speak Hindi, and my friend tried to speak English.
- b. Anand won in the competition, so he went shopping.
- c. He studied well, yet he failed in the examination.
- d. The boy didn't want to miss the morning assembly, and so he ran fast.
- e. Reshma had a test the next day, so she studied all night long.

Compound Sentence

A compound sentence contains two independent clauses joined by a coordinating conjunction. Some of the coordinating conjunctions are as follows: *for, and, nor, but, or, yet, so*. (Helpful hint: Acronym - The first letter of each of the coordinators spells *FANBOYS*.)

Coordinating conjunctions are always preceded by a comma.

The above sentences are compound sentences. Each sentence contains two independent clauses, and they are joined by a coordinating conjunction.

COMPLEX SENTENCE

Task 4:

Underline the subordinating conjunctions in the following sentences.

- a. When he handed in his homework, he forgot to give the teacher the last page.
- b. The teacher returned the homework after she noticed the error.
- c. The students are studying because they have a test tomorrow
- d. When I looked into the mirror, I saw an old man.
- e. I saw an old man when I looked into the mirror.
- f. Until Joshi attended Loyola College he had no focus in life.
- g. Joshi had no focus in life until he attended Loyola College.

When a complex sentence begins with subordinating conjunctions such as sentences (a) and (d), a comma is required at the end of the subordinate clause. When the sentence begins with an independent clause no comma is required as in sentences (b), (c), (e) and (g).

Complex Sentence

A complex sentence has a main clause joined by one or more dependent clauses. A complex sentence always has a subordinating conjunction such as *because, since, after, although* and *when* or a relative pronoun such as *that, who, which unless, though, as, if, etc.*

COMPOUND/COMPLEX SENTENCES

Task 5:

The following sentences are either a simple sentence, a compound sentence or a complex sentence . Identify the sentences stating what kind each is.

1. Jim and his friend Sunil had planned to return to Chennai.
2. Although he searched everywhere, Pandian could find no trace of his shoes.
3. Suneeta wrote an original poem, and her mother corrected her spelling.

Task 6:

Identify the clause linkers in the following sentences.

1. I don't understand what you are talking about.
2. The train had left the station before we arrived.
3. This is the boy who saved the girl from the river.
4. You can see how awkward this is for me.
5. Reveal the truth before you leave the place.

Task 7:

Underline the subordinate clauses in the following sentences.

1. Come when I call you.
2. What you say is unbelievable.
3. Do you think there is any truth in what he says?
4. If I had known about it I would have told you.
5. As soon as any major design is announced, architectural critics review its features and predict its overall effects.

Task 8:

Change the following Complex Sentences into Simple and Compound Sentences.

1. If you read newspapers regularly, you can improve your English.
2. Unless a person practices well, his or her skills won't improve.
3. After I conquered the smaller slopes, I took on the higher slopes.
4. Before you travel, you should check the weather.

Task 9:

Materials: Slips of paper with a, a noun written on each A paper bag.

Procedure:

1. Use a variety of nouns that denote things, people, places, time, periods (months or holidays), and so on. Put the slips of paper into the bag and divide the class into two teams.
2. A student from the first team comes to the front and picks a paper from the bag. The student then gives his / her teammate one clue about the noun, using the phrase "I'm thinking of a thing (Person / place / animal / etc.)..." and an adjective clause to complete the clue. Write this starting phrase on the board.

Sample Sentence:

I am thinking of an animal that is yellow with black stripes.

3. After the first clue has been given, the first person on the clue giver's team to raise his / her hand can guess the noun. If the answer is correct, his /her team gets a point. If the answer is incorrect, the clue-giver gives another clue, again using an adjective clause. This time, anyone on either team may guess, and the team that answers correctly gets the point.
4. Repeat steps 2 and 3 with a student from the other team. Continue alternating between teams. The team with the most point at the end wins.

Task 10:**Picture sentences**

Materials: Large Pictures.

Procedure:

1. Find full page ads that can be seen when held up. Let the teacher trainers get into pairs, and be given a picture each.

- Let each pair write a sentence containing an adjective clause about the picture.
Example: The man who is next to the president is holding a book.
- The pairs hold up their pictures and read their sentences to the class.

Task 11:

Guess Who?

Procedure: Write ten phrases on the black board.

e.g.

borrow money	eat pizza
play cricket	eat too much
go to a movie	take part in a competition
go out to eat	go dancing
go to the mall	stay up

- Write a sentence using each of the phrases and an adverbial subordinator. The sentences may use any logical tense / time. Adverbial subordinators can be listed on the board.

e.g.

I borrowed money after I lost my cash bag.

I took part in a competition when I was 14 years old.

- Completed individual papers may be collected and unusual sentences can be read aloud and the class may be asked to guess who wrote them.

Variation 1: As a follow-up activity, you can use the students' sentences to create games to review adverbial subordinators at the end of the unit. Divide the sentences into two columns with the main clause on the left and the dependent clause (write the adverbial subordinator) on the right. Cut them apart and mix them up. Divide the class into teams and hand out the strips containing clauses to the teams. Have the students make as many logical sentences as possible. The team with the most logical sentences wins.

Task 12:

Who Am I?

Materials: Slips of paper, each containing the name of a different student in the class.

Procedure:

- Tell the students that you are going to take on the identity of one of them. Choose a student and then describe yourself as if you were that student. Use physical and personality details and the structure "I am someone who..." or "I am the kind of person who..."

2. Distribute the slips of papers. Each student is to take on the identity of the name on his/ her paper and write five sentences to describe himself / herself, using the structure indicated above.
3. Have the class get up, circulate and describe themselves to one another. They must try to find themselves in the crowd by listening to other students describe themselves in the new identity. (You can circulate and listen for examples and errors.)
4. The first person to find himself / herself is the winner, but have everyone find himself /herself before you stop the game.

Exploration:

1. *Do you use Complex Sentences in your every-day life?*
2. *Make five Compound Sentences.*
3. *Write five statements about the problems in the schools in Simple Sentences.*

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PART-B: METHODOLOGY

UNIT-1 TEACHING READING

SCOPE

Objectives of Teaching Reading

To enable the students

- i) to read with fluency
- ii) to read with correct pronunciation
- iii) to read English with accuracy
- iv) to read with understanding
- v) to take pleasure in reading
- vi) to use ideas gained from reading in other situations
- vii) to form a habit of reading
- viii) to read materials in English after school life.
- ix) to widen the 'eye-span' (which means the number of words our eyes see in one fixing.)

Overview

This unit deals with **reading** – one of the four language skills. There are seven sections in this unit. The first section gives you a vivid picture of the importance of reading, reading skills and reading process. You can learn about reading readiness and the methods of teaching reading in the second and third sections respectively. The fourth and fifth sections focus on such interesting areas as picture reading and making reading effective through activities and games. The sixth section shows how to interpret non-verbal tasks and the last section talks about some types of reading.

DEVELOPMENT OF THE CONTENT

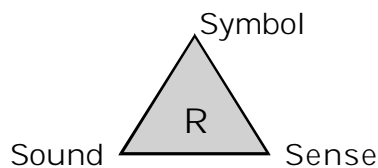
READING - Meaning, Skills & Process

Specific Objectives:

To enable the teacher trainees

- i) to know what reading is
- ii) to focus on the importance of reading
- iii) to practise reading skills
- iv) to familiarize with the reading process.
- v) to differentiate between loud reading and silent reading.
- vi) to employ loud and silent reading in appropriate situations.

Reading consists of three elements - the symbol, the sound and the sense.



What is reading?

You read by looking at the print. You can't read unless you look at the print and recognize the letters and then recognize the words.

Words are pronounced and understood when letters are put together.

Reading is comprehending from print. Recognizing every word does not mean complete reading. Comprehending is the essential aspect of reading. One has to understand all the words and thus comprehend each sentence in order to understand a text.

Task

Consider what the question ‘Can you read this?’ might mean in the following situations:

1. An old man is undergoing a sight test at an optician’s clinic and is asked to read a list of letters/numbers.
2. A child in class 2 is shown a flash card with the word ‘here’ on it by her teacher.
3. The owner of a new computer asks an experienced person about the instructions in the manual.
 - In the first situation it refers to *identification of symbols*.
 - In the second situation it refers to *decoding*.
 - In the third situation it refers to *interpretation*.

Thus reading is a complex activity consisting of a wide range of skills. Converting symbols into sounds is a beginning to read. The objective of reading is to convert groups of symbols into meaning and this involves not only the mechanical skills, like eye movement, but also

- attitude to reading,
- flexibility of approach,
- ability to identify key points,
- recognizing the way the material is organized, and
- vocabulary.

1.1 IMPORTANCE OF READING

Dr. West, after an extensive study on Indian pupils, suggested that reading should be given the key place in the total scheme of teaching.

Teaching of reading is important because:

- i) Reading indicates knowledge of the language.
- ii) It gives the learner full control over words and patterns which they come across during the process of reading.
- iii) Reading helps in gathering news and acquiring knowledge of current affairs through newspapers, journals, books, etc.
- iv) It is a source of recreation. During leisure one can go through books, magazines, journals, etc.
- v) Reading enhances experience.
- vi) It facilitates the intellectual development of the child.
- vii) It is a good source of self-education.
- viii) Reading makes a full man.

1.2 READING SKILLS

Characteristics of a good reader:

She/He

- knows and understands the meanings of words.
- tells you the main points of what she / he has just read, or summarize a text.
- grasps how ideas are linked together and organized in a text.
- predicts what the text is going to say.
- says whether the text was good or not.

Task:

As you continue to read, make a list of specific skills of reading that are mentioned below. How many of these do you think are normally introduced in our classrooms, normally? Which ones?

The specific of reading are:

a) Extracting main ideas

Sometimes it is difficult to see what the main ideas of a passage are, or to distinguish between important and unimportant information. A good reader should be able to extract the main ideas.

b) Reading for specific information

It's not always necessary to read the whole passage, especially if you are looking for information which is needed to perform a specific task.

c) Understanding text organization

Practice is needed in recognizing how sentences are joined together to make paragraphs, how paragraphs form the passage and how this organization is signalled.

d) Predicting

Before reading a passage, we usually ask ourselves what we know about the subject matter.

e) Checking comprehension

On certain occasions, such as in examinations, you need to study the passage very closely to find the answer to a question. The information you require is in the passage and all you have to do is to find it.

f) Inferring

A writer may decide to suggest something indirectly rather than state it directly. The reader has to infer this information.

g) Dealing with unfamiliar words

Understanding the meaning of unfamiliar words is necessary for comprehension.

h) Linking ideas

While reading, readers may identify how different words are related to the same idea.

i) Understanding complex sentences

Readers can be given practice in simplifying long and complicated sentences.

j) Understanding writer's style

An important part of the pleasure in reading is being able to appreciate the style of the author.

k) Writing summaries.

It is a productive skill and requires accurate comprehension of the passage.

Task :

Now let us read two letters to observe the relevance of some of these skills during the process.

L. Dinesh Kumar,
4321, Ashok Nagar,
Chennai-26
December 5, 2007.

Mr. George,
1234, Anna Nagar,
Chennai - 600 026

Ref: Non-payment of Rs.43,210.00 - Meenakshi Hospital - Account No.568676 -
Regarding.

Dear Mr. George,

Two weeks ago we wrote to you asking you to contact us regarding the above account for the settlement of your bill for the amount of Rs.43,210/- . Yet till date we have not heard from you.

As Mrs. George needed urgent medical attention she was treated immediately. We feel that you should atleast extend the courtesy of replying to our several requests for payment by making full or partial payments, beginning now. Even small payments will be accepted if they are regular ones.

We expect to hear from you within the next two weeks, please.

Yours very truly,
L. Dinesh Kumar,
Manager, Meenakshi Hospital.

L. Dinesh Kumar,
4321, Ashok Nagar,
Chennai - 26
December 17, 2007.

Mr. George,
1234, Anna Nagar.
Chennai - 600 026.

Ref : Non - payment of Rs.43,210.00 – Meenakshi Hospital – Account No. 568676 –
Regarding.

Dear Mr. George,

We cannot understand why you continue to ignore the requests for the payment of Rs.43, 210/-
We feel that you have had ample time to respond to our repeated reminders.

If we do not hear from you within two weeks, we will have no other alternative than to turn this account over to a recovery agency for payment. We trust you do not want to have this on your credit record.

We expect prompt attention to this matter.

Yours truly,
L. Dinesh Kumar,
Manager, Meenakshi Hospital.

Have you got the main ideas?

Mark T if the sentence is true and F if it is false with reference to the letters given above.

1. The letter of 5th December was the first one from Dr. L. Dinesh Kumar's office about the money Mr. George owed.
2. The letter of 5th December is more polite than the letter of 17th December.
3. Dinesh Kumar thinks that Rs.43, 210.00 is a small payment.
4. The letter of 17th December contains a threat.
5. In two weeks Mr. Dinesh Kumar will write to Mr. George another letter.

Guessing unknown words

Find words or phrases in the two letters which have roughly the meanings given below.

1. Be polite, and answer
2. Pay no attention to
3. Enough
4. Other choice
5. Company that recovers the money from the people who have taken credit.

Inference

Find evidence in the two letters for the following.

1. Several people work in the hospital.
2. Studies have shown that most people prefer to pay large debts in instalments.
3. If Mr. George telephoned the doctor's office and explained that he was on strike and had no money, they would probably be able to understand his situation.

1.3 READING PROCESS

What actually happens when we read?

Our eyes do not make a continuous forward sweep. Instead they progress by little 'jumps', moving, then stopping, as they progress along the line. This kind of jumping movement is called a **saccadic movement**.

Every time the eye pauses and sees a phrase or even a sentence it jumps to the next part of the line and so on. These pauses are called **fixations**.

Another interesting fact about eye movement is **regression**. The reader goes back and looks again at something he had read before and continues reading.

The two important factors to be noted in the reading process is **Eye-voice span** and **Eye-memory span**. The eye-memory span is the distance the eyes have travelled ahead of interpretation and eye-voice span is the distance the eyes have travelled ahead of pronunciation.

There are several different kinds of faults in reading.

- Most people read everything at the same slow speed.
- Some people move their lips.
- Some people follow the words with their finger or with a pen.

If you want to read faster the secret is simply to practise under timed conditions.

Characteristics of a rapid reader:

- Wider span of recognition
- Shorter reaction time

- Fewer regressions
- Reduction of vocalization (lowering of voice)
- Better comprehension.
- Accurate perception (i.e. able to see and understand the words correctly)
- Concentration.
- Rich vocabulary

Task:

Reading speed is determined by how many words your eyes can see at a single glance. Here is a comparison of three different readers.

Slow reader

Being able to read by phrases instead
of by single words results from practice

Average reader

Being able to read by phrases instead of
by single words results from practice

Fast reader

Being able to read by phrases
instead of by single words results from practice

- Make your students read.
- Classify them into slow, average and fast readers.
- Take steps to increase the speed of the slow and average readers.

1.4 LOUD READING AND SILENT READING

Loud reading

This kind of reading is also known as oral reading. You can introduce it after two months of practice in reading words aloud.

Procedure

Step-1

A model reading is given by the teacher, with correct pronunciation, punctuation, rhythm, etc.

Step-2

Students at the initial levels should read aloud. The teacher should correct their pronunciation.

Advantages:

- Students develop the skill of speech and communication.
- Their mistakes can be corrected.
- They learn by imitation.

Silent Reading

It is the most important type of reading. The right time to begin silent reading is when pupils

- i) know the basic structures,
- ii) can perceive and recognize words,
- iii) can pronounce words, and
- iv) can understand the meaning of words.

Procedure:

Step-1 : The teacher asks the students to read a passage silently.

Step-2 : To ensure that the students are not whispering or murmuring, the teacher goes round checking them.

Step-3 : After allowing sufficient time for reading, the teacher asks a few questions so as to test the understanding of the students.

Advantages:

- i) It is time-saving and quick.
- ii) It saves energy as well.
- iii) It is useful in real life situations. (like in a public library)
- iv) It develops the ability to read with interest.
- v) It initiates self-education and deep study.

Task:

- *Distribute the copies of a story book to all your students.*
- *Ask them to read silently.*
- *After they complete reading, pretend you are one of the characters in the book.*
- *Describe yourself and mention one or two things you do in the story.*
- *Ask them to guess who you are.*

2. READING READINESS

Specific objectives:

To enable the teacher trainees

1. to familiarize with the concept of reading readiness.
2. to identify the various readiness skills.
3. to frame activities to develop the reading readiness of the students.

What is Reading Readiness?

- The reader's preparedness to read,
- Only when children are ready they read effectively. (Thorndike's law of learning - viz. Law of readiness)
- the teachable moment for reading.

Although readiness to read occurs at all levels, this stage is most commonly associated with the young child who is just beginning to learn to read in the nursery and the first standard stages. Most reading readiness programmes are instituted in the first standard. However the number of weeks devoted to the development of reading readiness varies according to the maturity and experience of each group. For the slowest children, this reading readiness stage may be extended to several weeks prior to implementing the formal reading programme.

2.1 Fostering reading readiness

The first requisite for beginning reading is an interest in reading. Children generally come to school wanting to learn to read. This interest in reading is not necessarily self-initiating. You must foster it by

- making available picture books on various topics.
- asking children to bring books to school and share them with other children.
- reading stories to children.
- allowing children draw and read simple charts.
- displaying short readable messages on the bulletin board.
- labelling the objects in the rooms.

2.2 The readiness skills

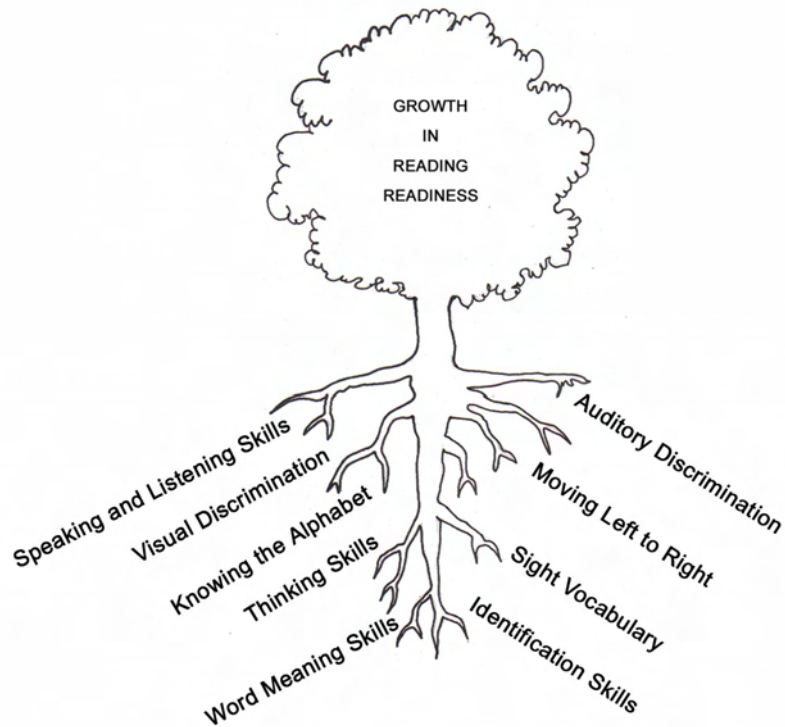
Major teaching tasks begin only after obtaining child's interest. The readiness skills include the following :

- Training in concept formation.
- Training in auditory discrimination.
- Training in visual discrimination.
- Knowledge of the alphabet.
- Training in left-to-right progression and in reading on a line.
- Skill and know-how in handling a book.
- Acquisition of sight vocabulary.

- Ability to associate meanings with printed symbols.
- Independence in working out the pronunciation of word.

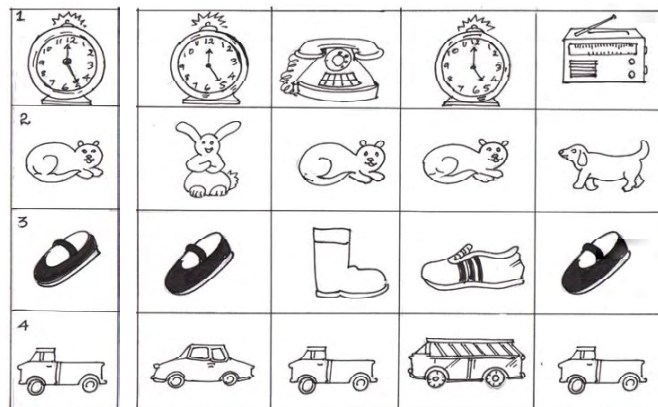
The Readiness Tree

A good readiness programme is directed towards the development of proficiency in these areas. The pupil must develop proficiency in each area in the day to day activities in the classroom.



Tasks:

1. For visual discrimination, present a picture card like the one given below and ask your students to circle the picture in the long box on the right that looks like the picture in the little box



2. For visual and auditory discrimination give exercises as follows.
 - a) Draw a line under the two letters in a set that are the same

The first one is done for you.

Set - 1 ba kt vt ss rh

Set - 2 cb tl ht az bb

Set - 3 tf rx cc de ij

b) Encircle the letter that is different from the others in each group:

Example : o o **(p)** ssk, mlm, ppb,
 hyh, nmn, ssa,
 bbd, rrz, nny.

c) Draw an arrow from each word to the letter that is the same as the letter that begins the word:

bat	p	car	h
hat	b	hen	n
map	t	fan	c
net	h	nut	p
pan	m	pet	t
top	n	tub	f




d) Pick out the word pairs that have same letters and letter order.

yes – yes see – fell rat – bat
 cat – bat saw – saw net – net
 on – on fan – pan in – on



e) Encircle the word that is different in the set:

cat – cry – cat boy – bed – bed car – her – car
 day – yes – yes fly – bee – fly and – why – and



3. Pictures also may be used to teach word identification and word recognition skills. In the exercise below the student reads the sentences and uses the pictures as clues. Then he writes the correct letter in the blank.

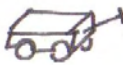


Eg. The boy and the girl read books.

1. My ___og likes ___ones.

2. The ___ig lives in the ___arn.

3. Navin has a ___agon, a ___all, and a ___orn.

EVALUATION

Before teaching reading you can evaluate your students for reading readiness through some activities as suggested below.

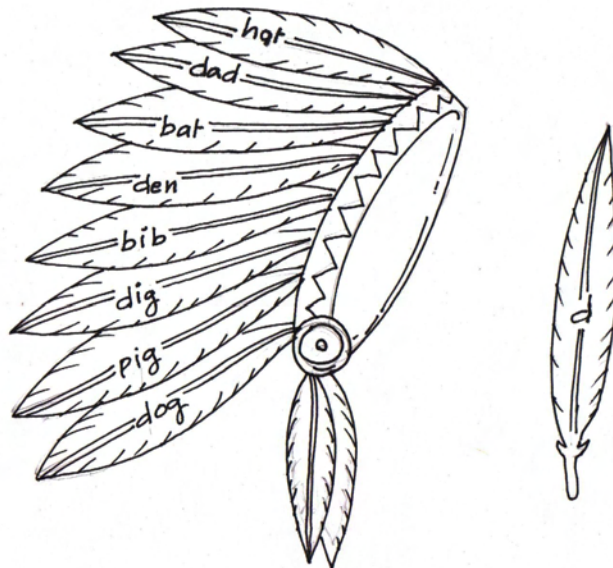
- a) Look at the first letters in the first row. When you are told to start, read across the line as fast as you can. Circle all the letters that are the same as the letter in the first row. Stop when you are told to stop. Follow the example given in the first column.

1.	A	Ⓐ	M	V	Y	Ⓐ	K	L	W	F	S	Ⓐ	U	O	P	Ⓐ
2.	L	K	T	L	J	P	T	L	F	Y	L	I	T	L	N	I
3.	S	N	Z	S	M	S	C	C	V	S	R	U	L	X	Q	G
4.	R	Y	R	P	P	D	B	R	K	H	G	B	W	R	S	P
5.	Q	C	O	U	G	Q	G	C	C	O	D	Q	C	G	O	C
6.	M	N	W	M	N	N	W	H	U	G	M	N	W	X	H	N
7.	Y	Y	U	W	O	H	D	U	W	Y	Z	U	V	W	Y	U
8.	B	P	R	H	P	B	S	F	R	P	P	G	R	B	B	H
9.	T	I	L	T	Y	F	I	L	T	Y	L	J	F	Y	T	F
10.	H	H	B	F	D	T	K	M	H	T	F	P	Y	R	H	H

Variation:

You (The teacher) can try the same activity with the small letters of the alphabet also.

- b) Colour the feathers in the Red Indian Head dress on which there is a word that begins with the same letter as the letter in the feather on the right :



Additional Tips:

Children enter school at various stages of reading readiness. You must plan an instructional programme to develop the required skills after assessing their reading readiness. The teacher need not wait for the children to get ready. She can stimulate readiness through the use of effective reading readiness activities.

The following set is a sample of ten activities which can be used with the children who lack readiness skills.

1. Cut pictures from magazines for classification. Example: Animals, fruits, vegetables, etc.
2. Ask children to draw pictures related to their lessons.
3. Draw a missing part of objects or people in the given two pictures.
4. Trace patterns of simple objects and cut them out.
5. Match cut – out numbers from a large calendar with numbers on a big chart.
6. Recognize geometric forms, objects, or figures that are alike or different. Have pupils draw a line under the object from left to right.
7. Read a short story to the class. Ask children to retell the story in sequence, each taking a sentence.
8. Show a composite picture to the class. Name the objects in it and tell them a story about it.
9. Ask the children to draw two similar pictures and two different ones.
10. Ask the children to give directions on how to make an object. e.g.: a paper toy.

3. METHODS OF TEACHING READING

Specific Objectives:

To enable the teacher trainees

- i) to familiarize themselves with the methods of teaching reading.
- ii) to differentiate between the merits and demerits of all the methods.
- iii) to choose the method suitable for the situation and the level of the students.

Do we need to teach our students how to read? What methods do we adopt in our classroom when we teach reading?

What happens when a student reads ?

- ✧ Identifies letters by their features (lines and curves) example **s,o,c,d**.
- ✧ Recognizes words
- ✧ Decodes the words (understanding the meaning) and
- ✧ Proceeds to sentence, paragraph and text–level processing.

3.1 Important methods of teaching reading

The Alphabetic Method:

It is also called the ‘ABC’ Method or ‘Spelling Method’.

Procedure

- teaching the students the names of the letters in their alphabetic order.
- combining two or more letters to form a word.
Example: h_e is ‘he’, s_h_e is ‘she’.
- combining words into phrases and sentences.
- reading passages.

Thus the procedure is letters → words → phrases → sentences.

Advantages:

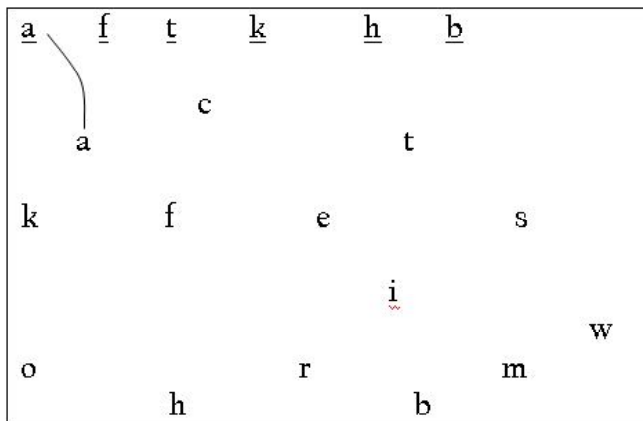
- i) It gives the student ample opportunity to see words.
- ii) It enables him to build up the essential visual image.

Limitations:

- i) It is a difficult and lengthy method.
- ii) It is dull and monotonous.
- iii) It does not expand the eye - span.

Task:

Prepare letter cards as given below and ask your students to join the letters.

**3.2 The Phonic Method:****Procedure:**

- Each word is broken up into basic speech sounds.
- The pupils are taught the different sounds first.
- They learn the alphabet afterwards.
- Here the teacher teaches English through the phonetic script.

Example: Cup – /k/ /ʌ/ /p/

Advantages:

- i) It provides a good knowledge of sounds.
- ii) It is linked with speech training.
- iii) It helps to avoid spelling defects.
- iv) It is a complete method.

Limitations:

- i) It ignores meanings.
- ii) It causes confusion because many words have the same sound but different spellings.
- iii) It delays the development of reading words as a whole.

Task :

Prepare word cards with the same beginning or ending sound.

e.g.:

Pen - Pin

Mug - Jug

- Say the beginning sound.
- Ask the students to pick a corresponding card.
- Say the ending sound.
- Ask the students to pick a corresponding card.

3.3 The Word Method

Procedure

- Here, the unit of teaching is a word.
- Pictures are also used.
- The students look at the picture and say whatever they see.
- This method is also called “look and say” method.

Advantages:

- i) It is a direct method.
- ii) It facilitates oral work.
- iii) It is a natural method.
- iv) It is an easy method

Limitations:

- i) It encourages the habit of reading one word at a time.
- ii) All words cannot be taught by using pictures.
- iii) There are abstract words, full meaning of which cannot be understood through single, separate words.
- iv) It ignores spelling.

Task:

- *Prepare picture cards with words.*
- *Ask the students to join hands and form a circle.*
- *Place a picture card face down in front of each student.*
- *Place a stick in the centre of the circle.*
- *Make the students move along the circle and stop.*
- *Then twirl the stick.*
- *When the stick comes to a stop, the two students, to whom the opposite end of the stick points, must pick up the nearest card and read it.*
- *The students who read their words correctly within a certain time score a point.*

3.4 The Phrase Method:

It lies midway between the word method and the sentence method.

Procedure:

- The teacher prepares a list of phrases and writes one phrase on the black board. He asks students to look at the phrase attentively.
- The teacher reads the phrase and the pupils repeat it several times.
- New phrases are compared with the phrases already taught.

Advantages:

- i) It helps in extending the eye–span.
- ii) Phrases can be presented with more interesting material aids.

Limitations:

- i) It has all the limitations of the word method.
- ii) It places emphasis on meaning rather than reading.

Task :

- *Prepare a set of phrase cards and picture cards.*
- *Divide the class into two groups.*
- *Give one group the phrase cards and another group the picture cards.*
- *Ask them to match the pictures with the phrases.*

3.5 The Sentence Method:**Procedure:**

- Here, the unit of teaching is a sentence.
- Students learn words and letters of the alphabet afterwards.
- It can be used effectively only when the children are already able to speak the language.
- Flash cards are used.
- The procedure of this method is sentence → phrases → words → letters.

Advantages:

- i) It facilitates speaking.
- ii) It is natural as well as psychological.
- iii) It develops the eye–span.
- iv) It helps in self–learning.
- v) It makes use of visual aids.

Limitations:

- i) The readers find it difficult to read a sentence without the knowledge of words and letters.
- ii) It is a time consuming method.

Task:

- *Write on the board :*
It is in the sky.
It is on the water.
We paste it on our letters.
It is in this room.
- *Distribute the flash cards of such words as sun, table, boat and stamp to 4 students.*
- *Ask each student to place his card beside the appropriate sentence on the board.*

3.6 The Story Method

Procedure:

- It is an advanced method over the sentence method.
- The teacher tells a story in four or five sentences illustrated through pictures.
- The children first memorise the story and then read it.

Advantages:

- It creates interest among children.
- It gives a complete unit of thought.

Limitations:

- It fails to develop the habit of reading accurately.
- It puts a heavy load on the memory of the students.

Task :

- Narrate a story along with pictures.
- Prepare some sentence cards related to the story.
- Show the sentence cards one by one.
- Ask the students to say whether the sentence is true or false.

Evaluation

- You have a set of boxes.
- You have a set of pictures with words.
- Arrange the words in alphabetical order and write them down in the appropriate boxes. *The first one is done for you.*

1	2	3	4	5	6	7	8	9
ABC	DEF	GHI	JKL	MNO	PQR	STU	VWX	YZ
ball								



worm _____



car _____



snail _____



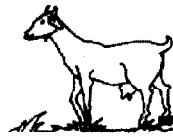
bridge _____



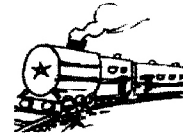
frog _____



windmill _____



goat _____



train _____



gun _____



ball _____

I wonder what I will find about myself



Additional Tips:

You have seen six methods of teaching reading. Which method will you adopt in your classroom to teach reading? Why?

All the methods described here have merits and demerits and none of them is perfect in every aspect. Hence you cannot use just one method or approach. Your approach should be 'eclectic'. i.e. the judicious combination of all the methods. Depending upon the classroom situation and the background of the students you could select the salient features of all the methods and use them appropriately to teach reading more effectively.

4. PICTURE READING - MATERIALS FOR TEACHING READING

Specific Objectives

To enable the teacher trainees

1. to develop interest in picture reading.
2. to know the possible ways of using pictures in the class room.

Picture Reading

Eliciting many details about a picture through activities and questions is called Picture reading.

Think over

Is picture reading necessary to develop the reading skill of the students? What are the possible activities that you could frame from a picture?

Pictures

- provide a great deal of information at a glance.
- come in handy while presenting stories and paragraphs.
- attract students' attention.
- promote self-learning.
- facilitate easy understanding of the message.
- encourage students to speak without any inhibition.

composite pictures,
pictures of birds,
animals,
fruits,
vegetables,
story pictures,
black board sketches etc.,
may be used for picture reading.

How do you use a composite picture in a classroom?



- ✧ Show a composite picture to the children.
- ✧ Make them observe the picture for 5 to 10 minutes.
- ✧ Ask the following questions :
 - What is this picture about?
 - How many children are there in the picture?
 - How many men are there?
 - How many women are there?
 - Who is selling the vegetables?
 - What is the man selling?
 - Name the vegetables in the picture.
 - Name the fruits in the picture.
- ✧ Write down the questions on the black -board.
- ✧ Help students to answer the questions.
- ✧ Guide and correct them.

Evaluation

- To check their learning ability, use another picture or advertisement.
- Ask a number of possible questions.
- List down the new words from the answers.
- Ask them to describe persons and events.

Additional Tips:

Some more activities based on pictures for children.

1. Writing down the names of ten things that are found in the picture.
2. Listing the names of ten related things that are not found in the picture.
3. Writing sentences about the picture.
4. Looking at pictures and identifying similarities and differences.
5. One student describing an item in the picture and others identifying it.
6. Observing the pictures with sentences and saying whether the given sentences are correct or not.
7. Looking at the picture and writing related words. Example: Picture of a Student–teacher, School, Books, Headmaster, etc.
8. Using a series of pictures and writing a story.

Activities for the teacher trainees:

1. Draw a picture and ask another trainee to state a sentence about it.
2. Take up a picture, write several sentences related and unrelated to the picture.
3. Look at the story pictures and sequence the events depicted in the picture.
4. Take a composite picture and list the questions you can ask. Others can also answer your questions.
5. Select a picture showing a situation and describe the events that would have happened before and predict what might happen afterwards.

5. HOW TO MAKE READING EFFECTIVE

Specific Objectives

To enable the teacher trainees

1. to orient with the ways and means of making reading effective.
2. to be acquainted with a sample of activities and language games to implement in the classroom.

To make reading effective the following suggestions may be given due consideration

- i) Start with words familiar to the children.
- ii) Start teaching reading when the child can learn his own mother–tongue.
- iii) Start teaching reading with blackboard and flash cards.
- iv) Give emphasis to recognizing and understanding the meaning of a word simultaneously.
- v) Use simple structures.
- vi) Create a proper atmosphere for reading.
- vii) Make use of the library for your reference.

viii) Check all the unwanted gestures in reading.

ix) Always keep in mind the various problems of reading a foreign language.

Activities and Language Games:

You can make your teaching of reading more effective if you implement activities and if you try language games in the classroom. Activities and language games enhance students' participation. There are many activities and games which the teacher can use to foster interest in reading. A few samples of such activities and games are given below. The main focus of these activities and games is to develop the reading skill.

Activity-1

Prepare a list of words.

Collect advertisements.

Read the words from the list.

Ask the students to circle the words in the advertisement.

Activity-2

Prepare a list of names of boys, girls, fruits, flowers, etc.

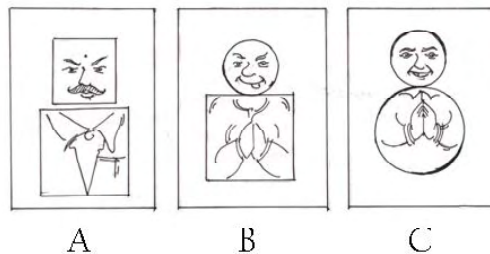
Ask the students to read the list and write the words in the relevant column.

S. No	Boys	Girls	Fruits	Vegetables
1.	Vinoth	Lakshmi	Apple	Onion
2.	-	-	-	-
3.	-	-	-	-

Activity-3

Prepare a set of pictures and suitable descriptions.

Ask the students to match the pictures with description.

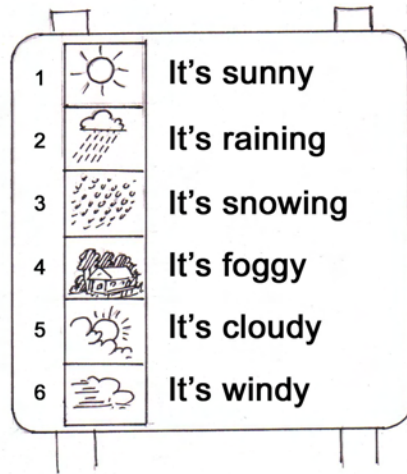


1. ____ has a round body and a round head.
2. ____ has a square body and a round head.
3. ____ has a square body and a square head.

Activity – 4

- Draw your visual prompts on the board.
- Write the phrases on the board alongside the visual prompts.
- Write a number alongside each phrase.
- Say one of the phrases and ask the children to write down its number.
- Repeat the activity until they all recognise the phrases confidently.

- At some stage, remove the visual clues so that the children are identifying the written words alone



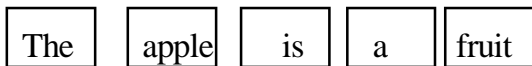
Activity-5

Prepare two sets of word cards. Supply the cards to two groups.

Ask them to frame sentences from the word cards.

Check which group completes the task first and the number of sentences framed.

e. g.



Language Games

- Divide the class into 4 or 5 teams. Prepare picture cards and hide them in the room. Give a sentence card to all.

Ask them to find the suitable picture. The first team to complete the task is the winner.

- Prepare flash cards as given below. Ask your students to add and subtract letters to find out the word.

e.g.: $j + \text{pig} - p + \text{sat} - t + w = \text{jigsaw}$.

- Give a number to each student, Stand near the blackboard. Write a brief instruction for a student to do. Write a given number beside the instruction.

e.g.: Get, up, bring a stone - 10.

The instruction means that the student No.10 must get up and bring a stone from outside. Continue the game till every student gets a chance.

- Prepare a worksheet like the one given below. Ask the students to choose a line of words (horizontal, vertical or diagonal) from the grid that is in the same lexical group and draw a line through the words.

e.g.:

cat	shoe	ruler
dog	pen	table
pencil	sock	trousers

Answer: pencil – pen – ruler.

Three in a line

1.

kite	racket	sweater
skateboard	jeans	computer game
ball	shoe	balloon

2.

tea	chicken	biscuit
ice-cream	milk	meat
apple	banana	lemon

3.

newspaper	book	pen
cassette	comic	sweets
compact disc	magazine	box

4.

mother	grandfather	doctor
father	friend	grandmother
brother	sister	teacher

5.

insect	girl	plant
grass	tree	flower
dog	bird	boy

6.

port	taxi	lorry
airport	car	station
bus	sea	boat

7.

school	street	bus stop
library	hospital	park
car	bus	museum

8.

shoe	dress	bed
sock	chair	hat
boot	book	trousers

9.

school	classroom	Maths
Tamil	Science	teacher
History	Geography	student

10.

stairs	window	kitchen
fridge	dining room	bathroom
garden	door	bedroom

Sentence Lotto :

Students are given sentence cards. Each one is different, but there are some words in italics. The teacher has word-strips and reads out or shows the words one at a time. If the words read out by the teacher are in the cards the students raise their arms. The first team to have all its sentences covered by word strips is the winner.

6. INTERPRETING NON-VERBAL TEXTS

Specific objectives:

To enable the teacher trainees

1. to grasp the meaning of non-verbal texts.
2. to interpret the non-verbal texts.
3. to bring out the importance of non-verbal texts.

1. Graphs:

The graphs are obviously very familiar and are easy to interpret.

They express comparable features like number /quantities on the basis of which qualities/ realities are compared.

Non-verbal texts:

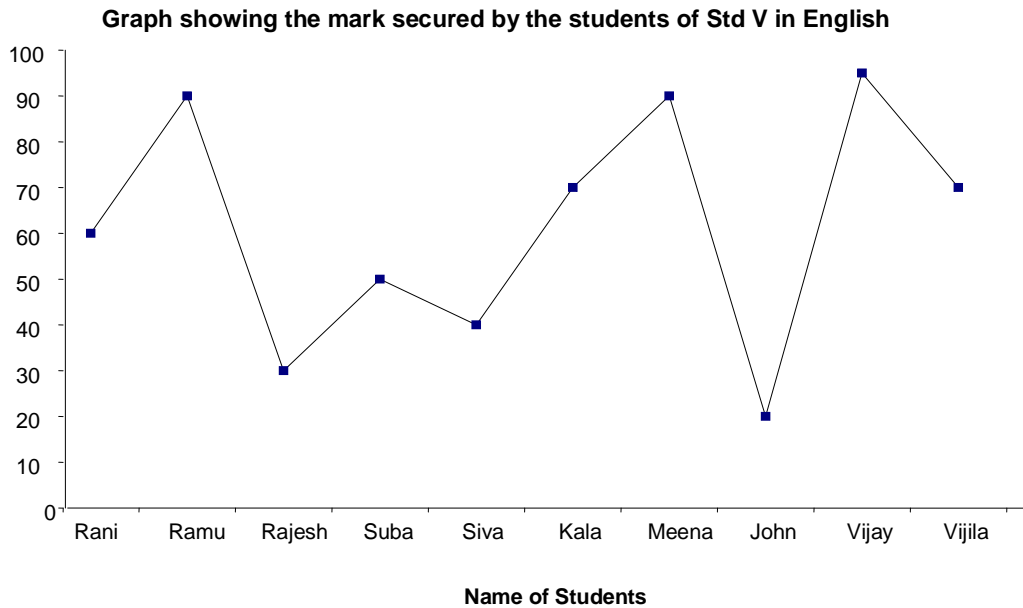
- Graphs, maps, diagrams, tables and charts are non-verbal in nature and they may well form a substantial part of the text you are studying.
- The use of such illustrations can make a significant contribution to the reader's understanding.

a) The line graphs:

Line graphs illustrate trends, relationships, companions. They are effective when you are trying to illustrate time-frequency distributions. Line graphs are often drawn on graph paper to assure that certain points are very clear.

Task:

The following line graph shows the marks secured by the students of Standard V in English. Study the graph and answer the following questions.



Questions :

- Who has secured the highest mark in English?
- Who has secured the lowest mark in English?
- How many students have secured marks below 50%?
- How many students have secured marks above 50%?

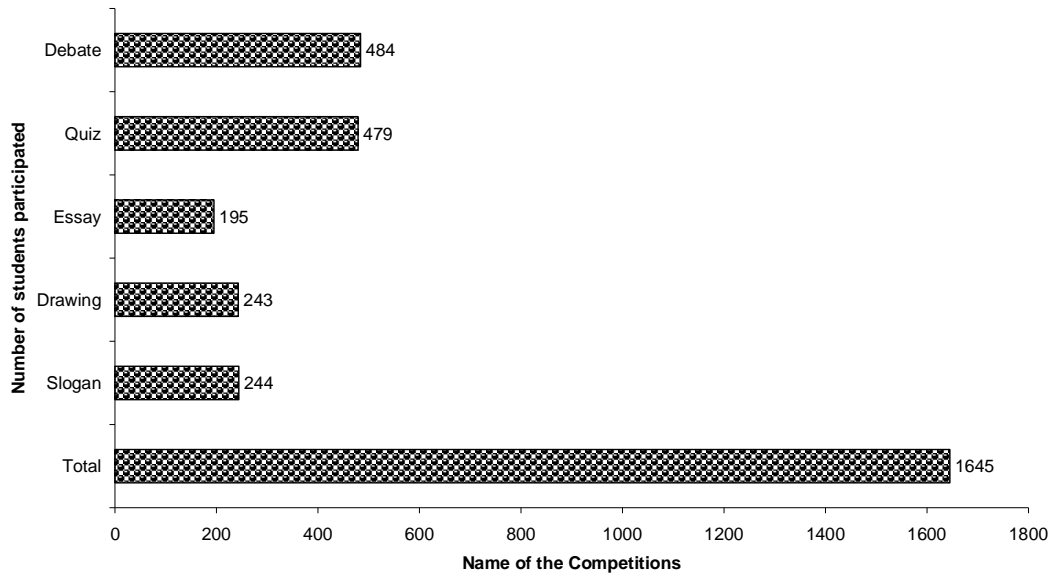
b) Bar Graphs

Bar graphs show numbered items with long bars or band of colour. The bar graphs may be arranged either horizontally or vertically.

Horizontal Bar Graph:

Horizontal bar graphs are usually used to compare components at a particular time. The following graph provides data related to competitions conducted in the schools of a district in Tamilnadu in connection with the School Adolescent Education Programme.

Participation in School Adolescent Education Programme



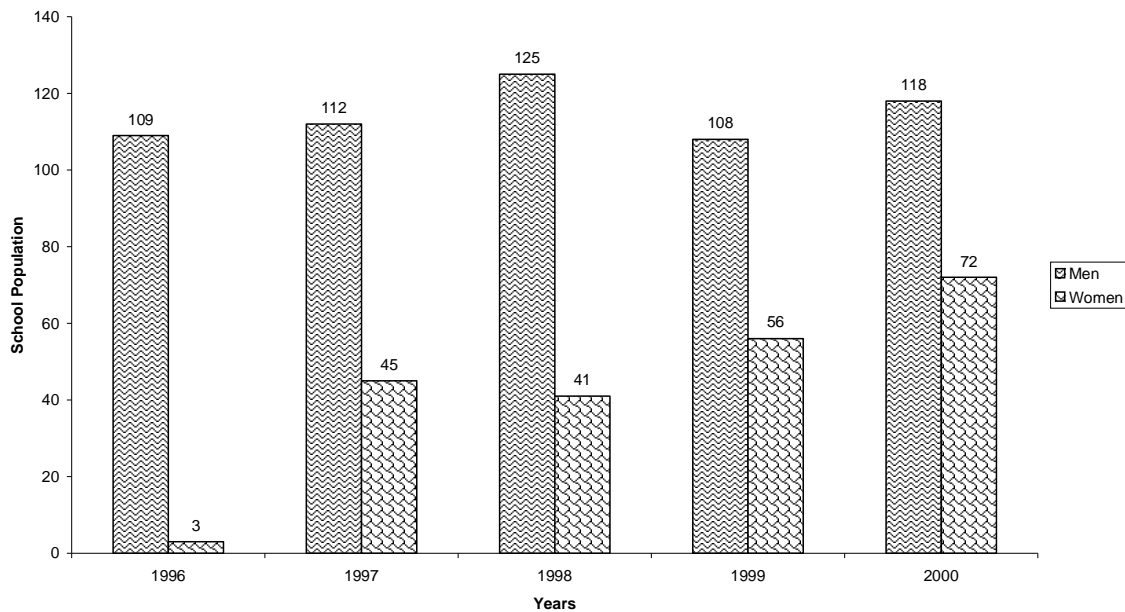
Task: Identify the following:

- i) Total number of students who participated in the School Adolescent Education Programme.
- ii) The competition in which the most number of students participated.
- iii) The competition in which the least number of students participated.
- iv) Number of students who participated in the quiz competition.

Vertical Bar Graph:110

Vertical bar graphs are used when making comparison of performances or situations at different times. Gender balance in the admission of students in a school from 1996 to 2000 is shown in the graph below.

Gender Balance in the Admission of Students (1996-2000)



Task:

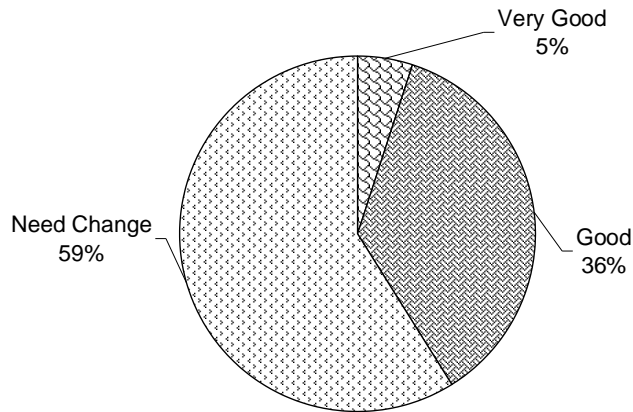
1. Identify the total population of boys in the years 1996,1997, and 1998.
2. Identify the total population of girls in the years 1999 and 2000.

c) Circle or Pie graph

In this type of graph, a circle is divided into segments which show how the total is broken down. It is mainly used to illustrate proportions.

General opinion about a text book is depicted in the circle graph below:

General Opinion about a Textbook

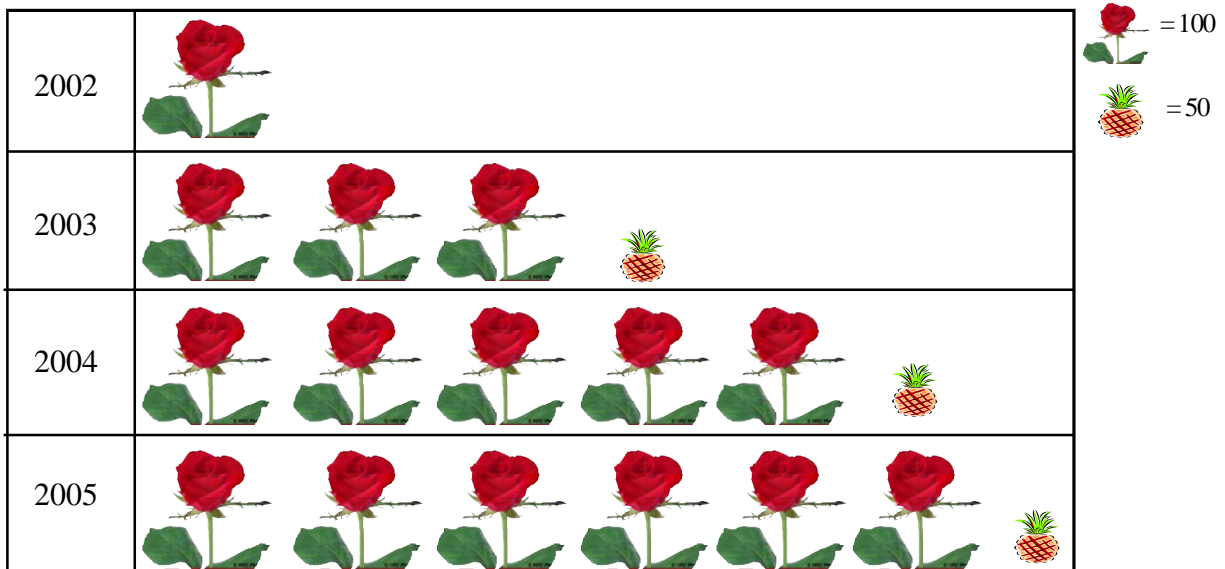


Task:

Prepare a budget estimate for your family and present it through a pie graph.

d) Pictorial Graph or Pictogram

The pictorial graph uses pictures to show relationship between realities. This kind of graph is easier to grasp and often used in textbooks and articles because of its visual impact. The increase in the strength of a primary school in Tamilnadu is shown in the pictorial graph below.



Task: Choose the correct answer

1. This pictogram is _____
 - A presentation of world population.
 - A study of human beings.
 - A growth in the strength of a school.
 - A representation of population growth.
2. The value of a single lotus is _____
 - 10
 - 100
 - 1000
 - 10000
3. The strength between years 2002 and 2005 has grown by _____.
 - 600
 - 550
 - 700
 - 800

2a. Charts and tables

The title of the chart or table tells us the kind of information on the chart or table.

This is the chart made by the boys and girls to show what kinds of pets they have. Look at the chart. Use the chart to answer the questions. Write the answers on your paper. Use complete sentences.

Children owning pets	
Name	Pet
Rani	Parrot
Mary	Dog
Ranjith	Rabbit
Peter	Cat
Selvi	Mynah
Jose	Turtle
Lalitha	Cat

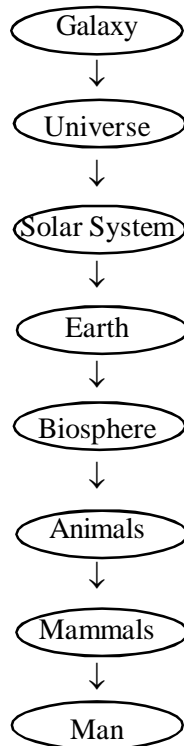
- Now divide the class into groups consisting of more than 5 children.
- Ask them to prepare a pet chart with the details of their own group members.
- Let one group ask questions for the other group to answer.

e. g.

1. Who has a pet turtle?
2. How many children have birds as pets?
3. Who has the same pet as Lalitha?

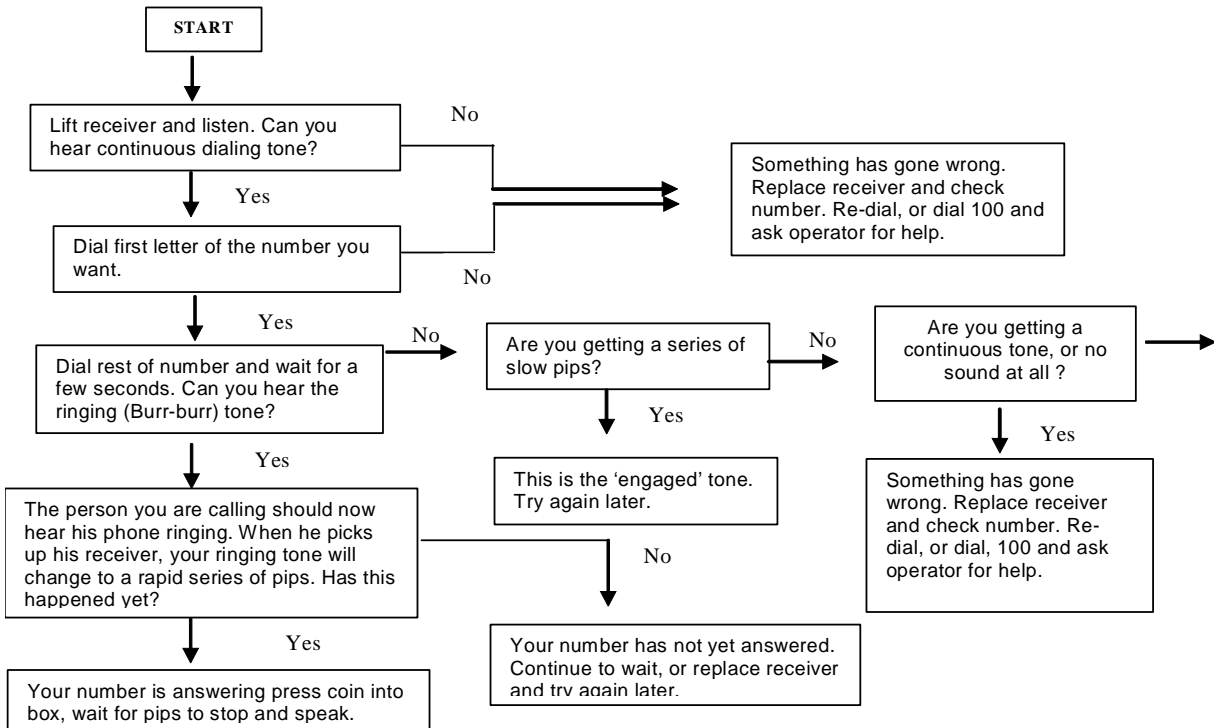
2b. Flow chart:

Flow charts clarify complex relationships or a sequence of events.



2c. Algorithm:

Below is an example of a special kind of chart used for describing complicated processes. It shows you how to make a telephone call in a local phone booth.



Task:

Prepare a set of instructions to find a particular book in the library. See if you can present the same information in the form of an algorithm.

Evaluation:

The following table shows us the time spent by women on household activities in different parts of India.



Time spent by women on household work	
Fetching water Eastern up Western up Karnataka	Hours per day 1 to 4 hours 45 min to 3 hours 1 to 2 hours
Gathering fuelwood Himalayan region Karnataka	4 to 7 hours 30 min to 1 hour
Grazing animals Western up Karnataka	3 hours 30 min to 1 hour
Fetching water and gathering fuel-wood Gujarat-Rajasthan border	6 to 9 hours

Look at the table and complete the following statements.

- a) The women of eastern UP spend 1 – 4 hours a day fetching water, and the women of Karnataka
- b) The women of the Himalayan region spend up tohours for
- c) On the Gujarat–Rajasthan border, the women spend most of their time on

Write three more statements of this kind using the information in the table.

Additional tips:

Four tips to remember before planning a presentation or before teaching your students about the non – verbal tasks:

- Make sure your headlines are clear and comprehensive.
- Label every element of a chart or graph clearly.
- Don't overload your presentations with charts and graphs.
- Plan to explain everything clearly –
 - What the chart shows
 - What each of the elements is
 - What any abbreviation or symbol stands for
 - What relationships are represented

TYPES OF READING

Specific Objectives

To enable the teacher trainees

1. to acquaint with the study skills- skimming and scanning.
2. to know about the reading technique SQ3R and to use it in their reading.
3. to make their students use skimming, scanning and SQ3R in their reading.

Skimming

Skimming is one of the main reading styles. It is a method of quick collection of information from the printed page.

When you are skimming....

- make the fullest possible use of the headings and sub-headings provided
- be particularly aware of key or topic sentences in the paragraph.

We often use skimming to decide whether or not a library book is going to be a useful one.

The usefulness of mastering skimming:

- i) To decide whether the book or the sections is worth reading more thoroughly, to locate the most relevant information.
- ii) To decide the purpose and way of reading.
- iii) To improve the effectiveness and speed of reading of the same text.
- iv) To review or revise quickly a text read some time ago.
- v) To give an overview of the information.
- vi) To decide when this text needs to be examined more thoroughly; to devise an order of priority in your reading.

Skimming is not simply turning over the pages as quickly as possible. It is searching the text to find what the writer has to say. You should therefore apply this technique to your studies and your more general day-to-day reading.

Scanning:

A style of reading adopted when looking for specific information. For example:

- reading a section of text for a date.
- locating a telephone number from a directory.
- looking up a word in a dictionary.

Suppose you search a crowd of faces on a busy railway station as you await the arrival of a friend, your eyes scarcely pause as they move from one face to another until you locate the person you are looking for. In the same way it is possible to search the text for a specific piece of information.

While scanning you

- have a mental picture of what you are looking for.
- glance swiftly down the page.

- are alert for key words which will act as signals.
- locate the information you want.
- verify the information.

By scanning with key words in mind, you will also be able to scan magazines, periodicals and even your daily newspaper for up-to-date information which you can add to your general course notes.

SQ3R

To have a structured way of monitoring your comprehension, and to increase your retention try SQ3R

<p><u>SQ3R stands for</u> S – Survey Q – Question R – Read R – Recite R – Review</p>

SQ3R – The Procedure to follow:

1. Survey the first one or two paragraphs, the sub-headings, and the last one or two paragraphs.
2. Change each sub-heading into a question before reading a section.
3. Read the section to answer the question.
4. Recite to yourself the answer to the question.
5. Review the entire section by repeating steps 2 and 4 (question and recite) for each section.

The proven success of the SQ3R method is based on the fact that the reader becomes actively involved with the text and does not passively accept the writer’s point of view. All texts cannot be approached in the same way, and it is the function of the mature reader to be able to adopt the most appropriate style of learning for the situation being faced at the time.

Tasks:

1. Which of the texts below do you normally read in the same way as you read a) a novel?
b) a timetable?

Fill in the chart:

Magazine article, encyclopaedia entry, research article, guide book, manual, newspaper article, letter from a friend, brochure, biography, SMS message, TV scroll message.

Things we read like a novel	Things we read like a timetable.

2. You can become a better reader by ignoring irrelevant information. Look at the advertisement and answer the question.

WHILE – U – WAIT
SERVICE CENTRE
 Motor repairs at competitive prices

Clutch – Silencer – Brake pads – Welding Tyre alignment – Puncture – Timing belts
--

Free oil change with most services
FREE PHONE 04662-259355

How much does it cost to change oil at the service centre?

Evaluation

Skimming:

You have five minutes to provide a written outline of a book. How would you proceed?

Scanning

In each line of the words given below, one word is printed on the left hand side of the vertical dividing line, and the same word is repeated on the right hand side. Your task is to scan for the repeated word and underline it. You have 25 seconds to finish the exercise.

ARREST	ADDRESS	ARRANGE	AROUND	ARREST	ACCUSE	ARREST
BRAVE	BREAK	BRAVE	BRAIN	BRAVE	BRASS	BLADE
CLEAN	CLEAR	CHEAT	CLASS	CLEAN	CHIEF	CLEAR
BUTTER	BOTTLE	BETTER	BUTTON	BITTER	BUTTER	BUTTER
DEFEAT	DEFEAT	DEFEND	DEGREE	DEFEAT	DECIDE	DEPEND
EARN	EASY	EARN	EAR	EARLY	LEARN	EARN
FLAME	FLOAT	FAME	FLESH	FLAME	FLAT	FAME
GOLD	GOAT	GOLD	BOLD	GOLD	GOOD	GOLD
CLASS	BRASS	FLASH	CLASS	CLAIM	GLASS	CLASS
REPEAT	REPORT	DEFEAT	REPEAT	RELATE	RETAIN	DEFEAT

SQ3R:

Formulate questions which you might be expected to answer on the basis of any reading material from the library.

- i) A map showing world population densities.
- ii) An article on the cost – effectiveness of heart transplants.

Additional tips

- While skimming, you may find it useful to look for words and phrases which act as signposts to the main ideas. Linkers such as moreover, in addition, also, furthermore suggest that a central idea previously stated is being reinforced by another significant point; on the

other hand, however, nevertheless, despite the fact will precede a vital point and suggest a turning point in the argument; thus, therefore, in conclusion, consequently, this being so suggest that the author is moving towards a concluding point.

- While following SQ3R, general questions which may be of some help to you in formulating your own specific questions could be:
 - Where does it relate?
 - How does it relate?
 - Do I know it?
 - Do I need to know it?
 - Do I agree with it?
 - What are the issues raised?
 - What might an examiner ask?

SUMMING UP

- ❖ Reading is one of the skills of learning a language.
- ❖ Reading is generally defined as a process that helps us to
 - i. decode, decipher and identify the words in print.
 - ii. articulate and pronounce the words in print.
 - iii. understand, interpret and sense the meaning of the words/ texts in print.
- ❖ Reading should be given the key place in teaching.
- ❖ A good reader will have all the reading skills.
- ❖ Saccadic movement, fixation, regression, eye-voice span and eye-memory span are the important aspects of reading process.
- ❖ The two main types of reading are *loud reading* and *silent reading*.
- ❖ Loud reading is also known as oral reading.
- ❖ Silent reading is known as the adult way of reading.
- ❖ Reading readiness is the teachable moment for reading.
- ❖ An important part of the readiness programme is the development of good listening habits.
- ❖ The alphabetic method is also known as spelling method.
- ❖ The word method is also known as look and say method.
- ❖ In the sentence method the unit of teaching is a sentence.
- ❖ The phonic method gives importance to pronunciation.
- ❖ Picture reading creates an interest among the students and a lot of activities can be framed using pictures.
- ❖ Reading can be made effective through activities and games.
- ❖ The non-verbal texts such as graphs, maps, diagrams, tables and flow-charts help to clarify complex concepts.
- ❖ Skimming and scanning are the two important techniques of fast reading.
- ❖ SQ3R technique is used to improve the effectiveness of reading for learning.

EXPLORATION

Read through the following comments and note down their specific reading difficulties.

Sheela

Sheela is a reader of fiction. As a result, she reads quickly but finds it difficult to read academic books. She skips over diagrams, tables and any part of the book where the vocabulary is difficult, tending to concentrate on background reading of the subjects she enjoys.

Ravi

Ravi reads very slowly, partly because of having read very little when he was younger. He prefers watching television to reading as a form of relaxation and his general vocabulary is limited.

Hari

Hari's main problem is boredom. He soon loses his concentration and finds that he is simply turning over the pages and little is being taken in. He avoids reading if possible, and when he must read, he does so quickly and often superficially.

Suggest your remedy to overcome their reading difficulties.

- ✧ Think of readability and reading ability. What is the difference and what is the relationship?
- ✧ A good reader should have a good eye span, why? Observe two readers of different speeds. How can the eye-span be increased in the slow readers?
- ✧ Compare the reading of local language with that of English.
- ✧ Familiarity with words versus Eye-span.
- ✧ Test it with your students and find out the relationship.
- ✧ Non-verbal items are mostly visuals. They are to be integrated into verbal. Give real life examples.
- ✧ You are reading a report of a social event. List down the items you will be curious in noting down while skimming the report.
- ✧ As teachers of English, we all want to be good readers. Look at the statements below and identify the good reader.
 - a. I read all types of material for pleasure and profit.
 - b. I read aloud.
 - c. I concentrate on every syllable or word in the sentence to arrive at the complete meaning of the text.
 - d. I try to predict what follows based on prior knowledge gained from other sources.
 - e. I guess at word meanings on the basis of the contextual clues found in most texts.
 - f. I read silently without even whispering the words or moving the lips.
 - g. I do not concentrate on every word but instead focus on the important meaning.

Congratulations to those of you who chose a,d,e,f and g. These are the characteristics of a good reader.

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UNIT-2

TEACHING WRITING

A. Scope

Writing is the most creative language skill. With speaking it is identified as the productive skill. While listening and reading are the related receptive skills, handwriting reflects the writer's personality, his written material testifies this mature skill in part of teaching language. Primary education is the most important stage of developing the child. Hence this chapter deals with mechanics, physical concepts, forms and various approaches and techniques of teaching writing.

B. Development

The teaching of handwriting may seem a relic of the past in the computer age, but learning a consistent system of printing and cursive writing is as essential as it ever was, especially for young writers, say handwriting experts. The lack of an automatic command of handwriting can inhibit a student's ability to write, affect his self-confidence, and encourage him to avoid writing.

2.1 BEGINNING WRITING: EMPHASIS ON MECHANICS

At the beginning level the focus is on learning the alphabet, the left-to-right direction of English writing, cursive writing, upper and lower case letters, alphabetizing, basic spelling patterns of English, rules for capitalization, and word and sentence punctuation. The basic skills include writing letters, numbers, words, phrases, and sentences correctly.

All these should be accomplished by providing writing exercises which use words (and phrases and sentences). Students may begin with copying what is given to them, but soon they should begin to write from memory, be these items words, phrases, or sentences. In such "free writing" they may be given non-linguistic visual prop in the form of pictures of objects or objects themselves. They will see the pictures or objects, recollect from their memory the words for such pictures or objects, and write these words. Hence, right from the beginning some form of free writing is encouraged, even as they go on mastering the mechanics of writing.

Check list for writing

- ✧ Motor skills are needed for producing legible printing.
- ✧ Left-to-right orientation
- ✧ The ability to produce shapes which are the building blocks of English letters
- ✧ Knowing and writing the alphabet
- ✧ Naming while copying and then spelling out loud the words copied
- ✧ **Recognition and production from written form:** Vowels, consonants and blends. Words and syllables, upper and lower case letters, basic spelling patterns, common sight words, rhyming words, punctuation, phrases and sentences
- ✧ Motor skills needed for producing **legible cursive writing**.

WRITING READINESS

Copying words and sentences is an important lower level writing activity. The alphabet is mastered using copying. Proper hand movements in writing letters and words are established using copying. Also the fluency in writing is improved through appropriate copying exercises. Copying helps also recognizing and using punctuation marks. Young students begin with copying, and copying becomes a game, a play for them.

Use words for a writing practice from the student's immediate environment, and later on from speaking and reading activities. After learning to say and read words, and then to copy them, the student may perform other writing tasks, such as filling in missing letters and missing words. As children see adults writing, they naturally want to write. They want the crayons and the pencil because there's nothing as personal as a child's own writing and drawings. Children who master the mechanics of handwriting are happy to write, are more expressive, and they do a better job in content.

Because the teaching of handwriting has been neglected for more than two decades, more and more children are having trouble with written expression and don't enjoy it. Children who are not taught how to form letters and given a chance to practise, end up making letters inefficiently, drawing each in an idiosyncratic way, as they don't think about where to start the letter and how they will do it. They cannot help being messy, and they can't gain speed in writing. They lack automaticity.

Instruction for good handwriting needs to be given in three parts to make it a "body habit."

- First, the teacher should demonstrate the formation of the letter, so that a child sees the movement of the teacher's hand and arm making the pen or pencil strokes.
- Second, the child should imitate the same motions and then copy a model of the letter. Olsen, a hand writing expert, cautions that students shouldn't be made to copy endlessly, a practice that usually produces sloppy results because students end up "copying their copies." Instead they should copy a letter four or five times, but use a perfect model each time.
- Third, and finally, after a period of practising, a student should be able to write the letter when the teacher asks because he now has an abstract notion of the letter in mind that his hand can produce automatically.

Pre-requisite Skills

Before students are instructed in correct letter formation, they should have developed skills that are pre-requisites for handwriting. These skills include:

- ability to cross the midline
- ability to use two hands
- understanding of directional terms
- ability to recognize similarities and differences in forms
- hand dominance
- functional pencil grasp
- ability to copy lines and shapes

The following section offers specific strategies for incorporating pre-requisite handwriting skills into the early childhood classroom.

Ability to Cross the Midline

Children process language in the frontal lobe of the brain's left hemisphere. They process verbal information into receptive and expressive vocabulary. The left brain is the area where information is organized, sequenced and analyzed. Combining these skills with the creativity of the brain's right hemisphere creates a balanced approach to developing essential skills for communication, reading and writing.

To facilitate development of crossing the midline, students should participate in the following activities:

Tying Shoes:

In order to tie one's shoes, a student must be able to cross the midline and use both hands to complete this task.

Exercises to develop pre-requisites for handwriting:

- **Windshield Wipers:** Arms above head, cross straight arms ten times like scissors then put bottom arm over top hand and do ten more.
- **Scissor Cuts:** Same as windshield wipers only arms are pointed straight down with palm up.
- **Daily experiences:** Students zipper their coat, button their pants or tie their shoes.
- **Balancing:** Students build with blocks and use both hands to balance heir structure.

Ability to Use Two Hands:

As students begin to gain strength and progress with their hand development, they also begin to naturally use both their hands to complete a task and gain bilateral hand skills. This is the ability to use one's hands together to accomplish a task. One hand leads and the other assists. The development of hand dominance determines which hand is preferred and which hand assists with a task. Examples of this prerequisite skill include:

- 1) holding a piece of paper with the non-dominant hand and using the dominant hand to write with a pencil or
- 2) holding a piece of paper with the non-dominant hand and using the dominant hand to cut with a pair of scissors.

To ensure that students acquire the ability to use two hands, the teacher should incorporate the following activities into the classroom:

- ✧ **Tearing paper:** Students will create art projects by tearing paper into small pieces instead of using scissors.
- ✧ **Cutting with scissors:** Students cut paper with scissors, starting with basic lines and then moving to more complex shapes.
- ✧ **Tracing letters:** Students will use stencils to trace objects, shapes and/or letters.

- ✧ **Making letters:** Students will make letters using yarn, shoe strings or wax-coated string.
- ✧ **Stapling paper:** Students will staple papers together while making books or packets to encourage the use of both hands.
- ✧ **Punching holes:** Students will use single-hole punchers to make designs on paper.
- ✧ **Wringing out sponges:** Students will wring out sponges to increase muscle development.
- ✧ **Stringing beads :** Students will make pattern necklaces by stringing colored beads onto a string.
- ✧ **Performing finger plays:** Students will sing songs that require the use of both hands such as “Where is Thumb kin?”
- ✧ **Clapping:** Students will use both hands to clap syllables in words or to clap to the beat of a song.(Clap your hands)
- ✧ **Constructing with blocks:** Using blocks or ice-cream sticks, students will use both hands to create a building.

Handwriting exercises

- ✧ **Finger Opposition:** Hold fingers next to ears and have the students touch their thumb to each finger and back again. Complete 10 to 15 sets.
- ✧ **Butterflies:** Hold arms straight in front of your body and make an X with thumbs, palms facing down to resemble a butterfly. Make small circles 10 times to the right and then 10 times to the left.

Recognizing similarities and differences in form

- ✧ **Drawing:** As students draw pictures, teachers ask questions that focus attention to similarities/ differences (Ex. – “How do you know those are both people?” “Why is this shape your dad and this shape your mom?” “What makes the dog different?”)

Understanding directional terms

- ✧ **Read Aloud:** Teachers point to text as they read aloud to students, modelling left-to-right progression so students understand and visualize left-to-right directionality.
- ✧ **Labelling the Room :** Encourage students to label objects in their classroom and compare classroom objects for similarities/differences.
- ✧ **Puzzles:** Students build puzzles according to the shapes that look similar to other puzzle pieces. They sort through each puzzle piece to find the shape that they need, to make the pieces fit together.
- ✧ **Sorting:** Students discriminate among objects according to size, shape, color, etc.
- ✧ **Straight Line/ Curved Line Exploration:** Students manipulate commercially-made wooden, plastic or foam pieces, cut into big and small lines and curves, to form letters.

Hand Dominance

Hand dominance is the natural tendency for human beings to favour one hand over the other. It requires coordination of the small muscles in the hand to properly control a writing tool. The dominant hand develops skills and precision to perform fine motor tasks while the non-dominant hand supports and assists with the task.

Natural-handedness should be determined before students begin to write. In order to develop hand dominance, teachers need to provide students with opportunities to explore hand preference.

- ✧ **Sequencing:** The teacher will direct the students to use only one hand when sequencing items.
- ✧ **Cutting with scissors:** Students cut out pictures from newspapers or magazines that have a black marker line drawn around the picture to provide a guide for cutting.
- ✧ **Drawing with stencils, templates, or a ruler:** Students use their dominant hand to write and their non-dominant hand to hold the object being drawn or traced.
- ✧ **Using a pencil sharpener:** Teachers can observe the students' hand dominance by observing which hand the student uses to turn the crank.
- ✧ **Opening containers with lids:** Students demonstrate hand preference by holding the container with one hand and using their dominant hand to remove the lid.
- ✧ **Using wind up toys:** Students use their dominant hand to wind up the toys as they play with them.
- ✧ **Wearing a bracelet or ring as a reminder:** Place a visual clue on a student's hand so he/she can remember with which hand to write.

Left-handed Students

The development of hand dominance is essential for a child's development. Ten percent of the population is now left-handed. Left-hand dominant students may pose a special challenge to teachers during handwriting instruction. However, as instruction begins, it is recommended that teachers group left-handers together for handwriting instruction or, if possible, provide left-handed students with left-handed adults to model the correct pencil grasp and formation of letters.

When writing on a flat, horizontal surface, left-handed students should tilt the paper so that the upper left corner is higher and the **non-dominant** hand is holding the paper steady. This assists the left-handed writers in keeping their wrist straight and inhibits writing in the hooked position.

Finger-writing isn't fatal, but it is slow and often painful (if you have to write much). The first thing you must have (beg, buy, borrow or steal it) is patience and gentleness with yourself. The second requirement is determination. If you finger-write, that is the first, most important thing you must un-learn: Do not draw your letters! Do not write with your fingers!

... let's look at the most basic things: holding the pen and positioning the hand.



Fig.1: Holding the pen in between the 1st and 3rd finger Fig.2: Common Pen holding position

Fig. 2. This is the most common pen-holding position, with pen between first and middle fingers, held in place by the thumb. Most of us hold the pen between the thumb and index finger, resting the barrel on the middle finger.



Fig.3: The two-fingers-on-top method for holding the pen while writing

Note that this position, usually used for calligraphy (or among really disciplined writers), causes the pen to rest atop the knuckle of the forefinger. For handwriting, the pen position is less important than for calligraphy. What's essential is that you be comfortable, the pen feel balanced and you have no tension in your hand. Rest the heel of your hand and the angle of your curled-up little finger on the paper. Hold the pen lightly; don't squeeze it. Sit up straight, but not stiffly; don't sit hunched over or slumped. Don't worry too much about this position stuff; the important thing is what makes you feel relaxed and comfortable. Your writing arm needs to be free to move. Hold your fingers fairly straight and write slightly above and just between your thumb and index finger, right where you're holding the pen.

The ribbon around this hand is actually a penmanship tool, intended to train muscles to the proper position and range of motion. As the person wrote, the ribbons would tug when he/she reached the outer limits of "proper" and literally rein the hand in.



Having a Functional Pencil Grasp

Before being able to hold and control a writing tool, students must be able to coordinate movement and have control over the small muscles of the hand. Small muscle coordination activities should be a part of handwriting instruction. For struggling students, the following activities may be helpful:

Using manipulatives:

- Jigsaw puzzles
- Snap beads

Molding with:

- Clay
- Sand
- Play-dough

Practising art skills:

- Colouring
- Drawing
- Sketching
- Tearing paper
- Folding paper
- Cutting paper with scissors

Once students have developed small muscle coordination, introduce a variety of “hand tools” requiring a variety of grasps. These tools can be incorporated into a sand or water table. Include items such as:

- Sponges
- Funnels
- Straws
- Squeeze bottles
- Sieves
- Strainers

Playing with small toys:

- Cars
- Miniature gas stations
- Transformers
- Doll furniture

Using “daily experience activities”:

- Zipping
- Buttoning
- Sewing
- Screwing lids on small jars
- Screwing nuts and bolts
- Typing

- Tying knots and bows
- Playing a piano

Once students are ready to move on to using writing tools, they can begin using markers or sketches. These two tools are easy to use because students do not need to apply pressure to get results. All too often, crayons are introduced and used as beginning writing tools. However, students are required to use more pressure when writing with a crayon than with markers or Sketches to get colorful results. After students have had practice using markers, pens and crayons in a variety of activities, they should be introduced to using pencils. Pencils are often used in Primary classrooms.

Pencil grasp refers to how a student holds a writing implement. It is important that students learn how to hold a writing tool correctly from an early age. Incorrect grasps are very hard to change. As a student's hand muscles become stronger, he/she should naturally develop an increasingly more effective **pencil grasp**. The development of an effective and correct **pencil grasp** will improve a student's ability to learn to write. Initially, students will hold a writing tool with a closed fist. This is commonly referred to as a **power grasp**. When using a **power grasp**, students move their writing tool by moving their shoulder. This is considered to be an inefficient grasp because:

- Students use a lot of energy to perform this grasp which causes their hand and arm to become fatigued
- This particular grasp prevents students from forming symbols/letters that require small, precise movements

By the age of four, most students will have progressed through a number of different grasps. As their hand muscles get stronger, students begin to place their fingers in different ways on the pencil until they develop a more effective pencil grasp. The most efficient grasp is called the *tripod grasp*.

This grasp consists of the following steps:

- A student holds the pencil with three fingers – the middle, the thumb and the index fingers.
- The pencil is resting on the knuckle of the middle finger while being pinched between your thumb and index finger.
- The ring and “pinky” finger are bent and rest on the table.

This is considered to be an efficient grasp because:

- It requires less energy to perform, which causes a student's hand to become less fatigued.
- It allows for the greatest amount of movement and precision, which makes it easier for students to form symbols/letters that require small precise movements.

If students have difficulty using a correct pencil grasp, encourage practice using the following writing tools:

- Small/broken pieces of crayons and chalk
- Primary crayons
- Primary-sized markers

Adaptive pencil grips

Adaptive grips are used to position fingers correctly on the pencil. It is very important that students only use these grips for a short period of time each day. These short time periods will give students a chance to get used to the feeling of a new grasp without making them feel discouraged.

The ability to copy Lines and Shapes/Basic Strokes

Once a student begins to develop eye-hand coordination and pencil grasp, they will begin to use these skills to scribble. Eventually, a student's scribbling includes the use of basic strokes to form definite shapes and pictures. Before receiving formal handwriting instruction, students must be able to form basic strokes smoothly, in the appropriate direction and with clean, precise intersections. The following are examples of basic strokes:

- Vertical lines
- Horizontal lines
- Diagonal lines
- Circles
- Partial circle strokes

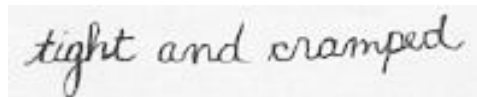
It is very important that students learn to make these particular strokes from top-to-bottom and from left-to-right. The following activities give students an opportunity to practice using basic strokes:

- Drawing
- Painting
- Sand play
- Water play
- Finger painting
- Filling in the missing parts of pictures/letters
- Connecting dots
- Tracing
- Drawing lines to connect matching pictures on paper/chalkboard

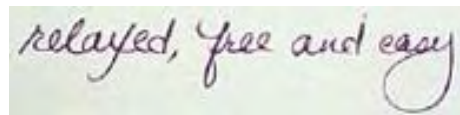
Tips for improving handwriting

Crampy, uneven letters are often the result of drawing the letters with the fingers rather than using the whole arm to write.

If you use the right muscle groups, your writing will have a smooth, easy flow and not look tortured. People for whom writing comes more easily may rest their hands fairly heavily on the paper, but their forearms and shoulders move as they write. They don't draw the letters with their fingers; the fingers serve more as guides.



tight and cramped



relaxed, free and easy

Write in the air until it becomes as natural as breathing. It'll be awkward and feel silly at first. Remember: Your fingers should move very little and your wrist even less. Your

forearm does most of the guiding, while your shoulder provides the power. Do not draw these strokes and figures! Use the same shoulder-forearm muscles you've been practising with. Make your lines, loops, circles and spirals freely. Work into a rhythm and make it a habit. When you start making slashes and circles, they'll be uneven. With practice, they'll become more uniform, and uniformity is your objective. Your goal is smooth, uniform, evenly spaced lines, loops, circles and spirals, without drawing them.

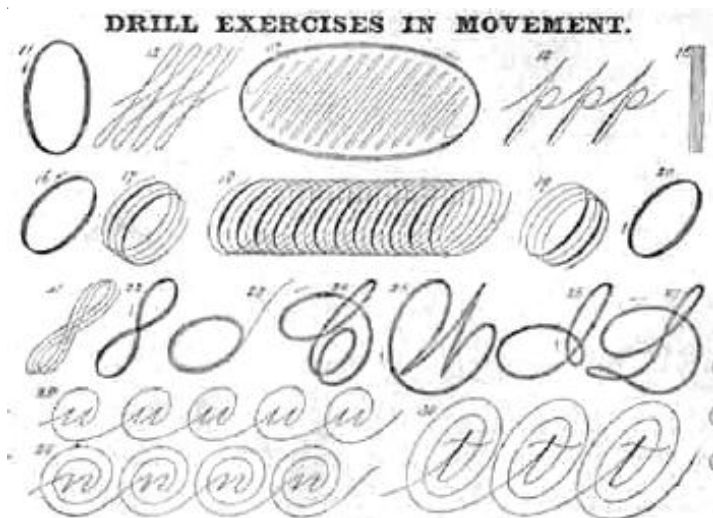


Uniformity and consistency are your aims in all the exercises, whether loopy or slasy. Though it seems uncomfortable, these exercises will make a huge difference in your control and smoothness of writing.

When you start putting the strokes and lines on paper, start out big. Three, four, even more lines in your notebook. This helps ensure that you continue to use the shoulder girdle. Don't try to make pretty letters at this stage. Do the exercises as much as you can - shoot for every day. Ten or fifteen minutes a day should show results in a few weeks for most people.



Concentrate on that shoulder girdle. Let it do the work. Write big. Write words and sentences at the same time you're doing strokes and exercises. You need both working together to succeed. Gradually, as your control increases, make your strokes and letters smaller until they're the size you normally write. You'll know when you get there. By this time, you probably won't have to make extra effort to incorporate this stuff into your writing; it'll be automatic. And your writing should look much better.



The intricate exercises on this page (of which this is only a sample show some of the movements students practised interminably to gain proficiency in the strokes used to make letters. Making a cursive handwriting worksheet using the same format as our other writing styles is difficult to accomplish. This occurs since most cursive letters are connected to each other, however, the beginning strokes of a letter follow different paths depending on the letter that precedes it. For example - the letter

“y” in “boy” has a different beginning path than the “y” in “buy.” In one case, the “y” begins from the top and in the other the beginning “y” stroke comes from the bottom of the “u.” Some computer handwriting font designers attempt to overcome this problem by compromising the strokes.

The following are some of the features of the Roman script used in English. Because you are used to these features you may expect the same in the language you are about to learn. However, it is possible that the language you are about to learn may use a different set of features and this difference may cause some difficulty in learning the new writing system.

- 1. Writing on the line.** English is written in straight line. A four-lined notebook helps students to learn which letters go above and which go below. Remember that a small change in the curve may lead to a different pronunciation. Compare d and b, o and p in your alphabet.
- 2. Shape and size of letters in the handwritten form.** You may find it difficult to form the basic shape of some letters. You may have some difficulty in distinguishing between the shapes of some letters. Before you practice learning any letter, give yourself some practice with the special characteristics of the shapes of letters in the language. For example, second language learners of English benefit by practising the curvy lines which closely resemble i, u, l and t. They are taught to look for the distinction between o, p, b, and d. They distinguish between p, g, and q, between l and t, between n and m, between l and k, between u, v, and w, and between y and g.
- 3. Hand movements.** English uses both clockwise and counter-clockwise movements, top to bottom, and bottom to top movements. For every letter, there is a conventional way of moving the hand while writing the same. This conventional way is taught, and students encouraged not to deviate from it as much as possible. Following the conventional hand movements helps in joining letters and in gaining a good speed in writing. Likewise, you should identify and learn the conventional hand movements in writing and joining letters in your target language. Do not try to devise your own hand movements. As far as possible follow the steps and hand movements used in writing the letters in the target language. There may be some freedom allowed, however such freedom is not unlimited.
- 4. Capital letters.** There is a complete set of capital letters in English. Except in the case of a few letters, capital letters and their corresponding small lower case letters are quite distinct from each other. As a result, the second or foreign language learners of English are taught to recognize the capital and small letters. Many languages may not have any provision for capitalization of letters. They may use some other ways to highlight the prominence of letters for meaning and/or ornamental purposes. In some languages, there is a clear distinction maintained between the handwritten form and the printed form of the letters. What is most important is that you develop a keen sense of pattern perception of the printed, display, and handwritten materials. The first word of a sentence in English must begin with a capital letter. Some words such as I must be written only in a capital letter whether it occurs in the beginning or middle or

end of a sentence. Proper names must begin with a capital letter. There are several such important conventions which require the second/foreign language learner to master the use and writing of capital letters. Hand movements for the capital letters are different from the hand movements used for writing small, lower case letters. Students need to practise using capital letters by writing their own names and the names of towns, countries, months, etc.

5. **Small/lower case letters.** More often than not, the beginners in English are first taught the small/lower case letters. By far these letters are more frequently used than the capital letters. Once again, the small letters form a set by themselves. The main focus of teaching the script revolves around the mastery of recognizing, writing small letters and associating them with their sound or sounds in English.
6. **Joining letters.** Conventional way of writing letters in English is to join them within a word or word-like unit. Joining one letter with another requires practice and adoption of hand movements conducive to joining. There are several combinations of letters which are more frequent than others. For example, combinations of ta, ti, et, ot, th, nt and dt appear to be more frequent than the combinations found in words such as scythe and shotgun. A traditional way to teach joining is to ask students to join all the 26 letters of the alphabet. Students were asked to write the model provided by the teacher many times, so that the students mastered the joining process. Accordingly, individual words are given to students and while they copy the word, they learn the letter joining process as well. Remember that it is important to show clearly how we make joins from the end of one letter to the beginning of the next. And this joining is not always the closest point. “You may follow the following model steps: Write c and h separately on the board. Point to where c ends and h begins and draw a line joining them. Then draw the joined letters several times, and describe the shape ... then up to the top of the h, then down...ch . Ask students to copy the joined letters several times. “
7. **There are three styles of handwriting: Printing, Simple Cursive, and Full Cursive.** In printing, we keep the letters separate, and they look the same as in printed books. In simple cursive, most letters are joined, but the same basic shape as in printing is maintained. In Britain , most children learn this style, and most adults use it. However, in the United Kingdom and India, full cursive continues to be more popular. In full cursive, all the letters are joined, and many have different shapes from printing.
8. **Italics** is another style used in printing for achieving certain effects. This style or convention also needs to be learned by the second or foreign language learner.
9. **Ornamental writing** is hardly practised these days. However, it continues to be used in the titles of movies, mastheads of newspapers, in degree certificates, etc., in English.

What order to learn the letters?

It is not absolutely necessary to learn the letters of your target language in alphabetical order. Some have introduced letters, rather groups of letters, based on the similarity they have perceived in shape, and hand movements in writing the letters. For example, they may first introduce o, then p, then b, and then d. The basic underlying shape is assumed to be a

circle in these letters. Or letters may be introduced based on the hand movements – how one letter can be extended from a simple hand movement to another.

The most popular way to learn the letters is to associate the first sound or the prominent sound of a word with a letter and then introduce the letter: a for apple, b for bat, c for cat, etc.

When do we start learning handwriting?

If you have learned to speak and comprehend some words and sentences, you should transfer these to the written level through copying exercises. And this process will reinforce what you have learned.

Yet another way to learn the letters is to associate the letter with an object in which the letter can be easily embedded. For example, the letter S will be embedded in the picture of a swan, and taught/learned.

Common Handwriting Issues

Most students will learn correct letter formation through teacher modelling and student imitation and practice. However, there are a number of issues that may arise for some students. Some are listed below with suggested remedial strategies.

Remediation strategies:

COMMON PROBLEMS CAUSED BY POOR HANDWRITING

ERROR	INCORRECT	CORRECT
1. a like u	<i>u soup</i>	<i>a soap</i>
2. e closed	<i>e receive</i>	<i>e receive</i>
3. d like cl	<i>d dog</i>	<i>d dog</i>
4. o like a	<i>a sold</i>	<i>o sold</i>
5. a like ce	<i>ce stamp</i>	<i>a stamp</i>
6. n like u	<i>n brand</i>	<i>n brand</i>

CURSIVE ALPHABET

*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*

COMMON REMEDIES IN HANDWRITING

Problem 1 : *Student cannot hold a large or regular size pencil*

This student may do better using a writing tool that is in the same proportion as the student's hand. Using a larger writing tool may be more clumsy for this particular student.

Problem 2 : *Student moves the entire arm when writing*

Make the student lie on the floor on his/her stomach when writing. This puts weight on the arm and allows the student to be stabilized. Multiple opportunities to write on vertical surfaces may also assist this student, as it naturally places the wrist in the correct functional position for writing as well as offers stability to the shoulder.

Problem 3 : *Student does not leave spaces between words*

Place stickers between each word and then have the student follow suit. Have the student use an inkpad to put a two-fingerprint space between each word as the student writes or the student can use a crayon and circle the space between each word.

Problem 4 : *Student writes with the fingers open or straight*

Place a small piece of sponge in the last two fingers. Ask the student to hold on to this while writing or cutting.

Problem 5 : *Student pushes down too hard when writing*

Have the student use a mechanical pencil. The student can write on a piece of foam.

Problem 6 : *Student writes too lightly*

Use a weighted pencil or try to correct pencil grip.

Problem 7 : *Student reverses letters*

Choose only one letter to correct at a given time. Students can use a slate chalkboard or white board for practice. Use a green light or smiley face at the starting corner for each letter.

Problem 8 : *Student has poor posture*

Improper posture may get in the way of proper letter formation. If the student's feet cannot touch the floor, be certain to place a box or a stool under the student's feet.

Problem 9 : *Student has poor paper placement*

Young students who are right-handed should have the paper parallel to their table. If a student is left handed, the left hand corner of the paper should be higher. An arrow can be placed in the bottom corner of the paper- in the right corner for left-handed students and in the left corner for right handed students. Teach the students that the arrow should point to their belly button.

Problem 10 : *Student does not hold paper with the non-dominant hand*

A piece of tape can hold the paper down. Students can also be taught that the non-dominant hand has a special job to do. Student holds pencil too close or far from the tip- place a very small rubber band where the student's fingers should be held on the pencil. When a regular pencil is being held, tell students to hold the pencil where the paint ends.

CREATIVE WRITING

Development of Writing Abilities

Dictation is an activity to coordinate the listening skill with the writing skill. Writing is a powerful instrument of thinking because it provides students with a way of gaining control over their thoughts. It aids in their personal growth and in their effecting change on the environment. Students are often unaware of the power of the written word, yet the written word enables the writer, perhaps for the first time, to sense the power of ... language to affect another. Through using, selecting and rejecting, arranging and rearranging language, the student comes to understand how language is used (Greenberg and Rath, 1985, p. 12).

What is dictation?

In its simplest form, dictation refers to a person reading some text aloud so that the listener(s) can write down what is being said. When used in the language classroom, the aim has traditionally been for students to write down what is said by the teacher, word for word, later checking their own text against the original and correcting the errors made. While this certainly has its uses, there are countless variations that can make it more interesting and learner-centred.

- For example, a related activity, sometimes called ‘dictogloss’, requires the students to only take notes of the key words used as they listen and then later reconstruct the text so that it has the same meaning as the original text although perhaps not exactly the same form.
- There is also emphasis on accuracy, but expectations here can be increased or decreased depending on the level of the class - the main aim is that the students understand and then re-convey the meaning of the passage, concentrating on the communicative aspect of the activity rather than producing a grammatically perfect text.

Why do it?

There are several reasons why dictation activities work well in the classroom. From the teacher’s point of view, dictations:

- Can be done with any level, depending on the text used
- Can be graded for a multi-level class
- Usually require very little preparation and photocopying
- To save time, the class can be divided into two groups and the words/phrases dictated quickly with each group required to write down only half the words given. For example, the teacher says ‘group 1: apple’ ‘group 2: potato’ ‘group 1: cucumber’ ‘group 2: carrot’
- The students only write down the words given for their group. The students can then be paired up so that each pair has one person with each list of words and the matching activity can continue as normal.

The dictations -

- Can focus on both accuracy (form) as well as meaning - e.g. in the dictogloss activity described above.

- Can develop all four skills - speaking and pronunciation can be developed if the students do the dictating rather than the teacher.
- Give students the opportunity to notice features of pronunciation such as weak forms, linking and elision.

Advantages of Giving Dictation

1. The dictation forces students to write at least 35 or 40 words in English every day and thus improve their general writing skill and perhaps increase their vocabulary.
2. By making every English class begin with a dictation, some sort of uniformity or standardization is achieved.

Some ideas on giving Dictation

- a. All selected passages for dictation must consist of at least 40 words. All dictation passages must be written on the board and at least five words must be explained to the students. The instructor must ensure that no cheating takes place during the dictation.
- b. Each dictation should be read only three times. The first and the last readings should be done at normal speed. The second reading should be slow and clear. No explanation is needed during the reading.
- c. Mark allocation: 5 marks per dictation 2 mistakes = 1 mark off *mistakes include punctuation

What are the potential problems?

Boredom

Some students (and teachers!) may have developed an aversion to dictation. It's important, therefore, to ensure that we vary the ways that we do dictation in class and encourage the students to focus on meaning as well as accuracy. All sorts of texts can be dictated, from single words of a vocabulary list to sentences from a dialogue to full paragraphs. These can also be dictated in the 'wrong' order, requiring students to unscramble them once it's finished. Using dictated texts as a precursor to further activities like this will help students to see them as an integrated part of the learning process. It is important that we and the students see these activities as learning experiences rather than as simply testing their ability to listen and copy words and sentences.

Difficulty

A second common problem is that some students may find dictation more difficult than others, especially if you are teaching a multi-level class.

Accuracy when checking

Students often aren't very good at looking for mistakes in what they have written when comparing it to the original text. It can often be easier to check the errors in someone else's text rather than in our own.

How can we make dictation more learner-centred?

Instead of the standard formula of the teacher dictating the text, there are a number of ways of taking the focus off the teacher and onto the students themselves.

- Cut the text up and distribute one line to each of the students. They then take turns dictating their sentence while the other students listen and write it down. Then give them a copy of the full text to compare with their own.
- Divide the class into pairs and ask them to choose one person to be the ‘writer’ and another to be the ‘runner’. Stick the text to be dictated up at one end of the room. The runners have to go to the text and return to their partners having memorised the first line of the text, which they dictate. They keep returning to the text until they have dictated the full text to their partner. The roles can be swapped halfway through. Their text is then compared to a correct version and corrected. This activity requires only a short text.
- Do the dictation yourself but let the students control the speed that you speak at and the amount of repetition you do. For those who would like to try the “dictatory” method, a story used in a class is provided below:

Story: THE SON

She had received a phone call last night that had made her unable to sleep. He, that is, the caller had told her simply that he would come to see her the following day. He refused to tell her who he was. *(day 1: 42 words)*

She waited breathlessly in her office. She kept her eyes fixed on the clock. It was nearly time. He had told her that he would come at nine sharp and it was nearly five to nine. Her heart was beating loudly as she waited for him. *(day 2: 46 words)*

First she heard his footsteps just outside her door. She had told her secretary to let him in whoever he might be. Slowly, the door opened. Her heart was on fire as slowly someone came into her office. She kept her eyes tightly shut. *(day 3: 44 words)*

“Hello, mother,” said the boy who appeared to be thirteen or fourteen years of age. She was so shocked she could not speak. She tried once or twice to open her mouth, but no words would come out of it. *(day 4: 40 words)*

“They told me you’d be surprised to see me,” continued this young boy she had never seen before. “What do you mean by calling me, mother?” she finally found her voice. “Exactly what it means-you are my mother, aren’t you?” said the young stranger. *(day 5: 45 words)*

She had no answer to that. She was left speechless. She wondered, “Could it be true? Could the boy be telling the truth?” When she was very young she had given birth to a boy. But she had been told that he was still born. *(day 6: 44 words)*

“Well, mother. Are you going to welcome me or not?” demanded the boy rather coldly. “I really don’t know what to say. It’s all so sudden, don’t you see?” She replied rather weakly. “Perhaps, this will convince you that I am telling the truth.”

(day 7: 44 words)

It was the wedding ring she had given to her sister long ago. “You were so wrapped up with dad’s accident they didn’t think you could take care of me. So they told you I was dead. But I am not. Here I am now.”

(day 8: 45 words)

Write what you hear

- a. A list of words which have been giving trouble is first studied, with or without the teacher’s help. The teacher calls a word, names a pupil from each team, and says ‘Go’. These pupils each write the word on the blackboard. The first to finish correctly and with full legibility wins a point.
- b. As for ‘a’, except that a pupil dictates the words to the whole class. The same or another pupil writes them on the board.
- c. As for ‘b’, except that the activity is in separate groups, far enough apart not to disturb each other. Points are scored by individuals, or there is no scoring; or papers may be exchanged for marking by other groups.
- d. Certain words are given for study, and team representatives then dictate these to each other’s teams. If this dictation cannot be given to all the teams simultaneously and separately, it can be given to the class as a whole and the score counted for only one team at a time.
- e. Second trial. Certain words are studied, and are then dictated by the teacher or pupils to the class as a whole or to teams. Correction is made, and the words re-studied, with or without the teacher’s comment and guidance. Then they are dictated once more, possibly by a pupil who has got them all correct. It is a good thing for everybody, especially weak spellers, to keep their own personal lists of words they have found hard to spell, crossing them off (or getting the teacher to cross them off) when they prove they have mastered them.

An effective device for measuring spelling improvement is the thermometer. These are simply upright lines which every child rules in his book. Every time a spelling test is given he marks the number of mistakes on the ‘thermometer’ (preferably in red) and puts the date of the test underneath. The idea is to get one’s ‘temperature’ down to normal, so ‘no mistakes’ should be equated with 37^o C. Pupils with numerous mistakes suffer from ‘Spelling Fever’.

CREATIVE WRITING

Objectives

Students will:

- ✧ *Recognize writing as a constructive and recursive process.*
 - recognize and use what is known as the writing process
 - use appropriate pre-writing and planning strategies
 - develop ideas previously explored into draft form
 - revise compositions
 - share/present compositions.
- ✧ *Practise the behaviours of effective writers.*
 - write introductions which engage interest and focus readers' attention
 - achieve unity of thought and purpose
 - write effective conclusions appropriate to the overall intent.
- ✧ *Write fluently and confidently for a variety of purposes and audiences.*
 - write to reflect, clarify, and explore ideas
 - write to describe, narrate, inform, and persuade
 - present point of view in a personal or reflective essay
 - outline a multi-paragraph composition
 - write a paraphrase and précis of a passage read
 - write an analysis of a literary text
 - experiment with a variety of forms of writing.

WRITING PROCESS

Pre - writing:

- using pre-writing techniques to gather ideas
- choosing a purpose and an audience
- ordering ideas

Drafting

- putting ideas down on paper
- exploring new ideas during writing

Revising

- Editing: considering ideas and organization
- Proofreading: correcting errors including sentence structure, usage, spelling, punctuation, and capitalization
- Polishing

Presenting

- Sharing writing

Pre-writing

Pre-writing centres on engaging students in the writing process and helps them discover what is important or true for them about any subject at a particular time. What is certain, however, is that if students are to become capable writers they must develop pre-drafting skills. Experienced writers have their own methods, but inexperienced writers need motivation to write and assistance in uncovering concepts, experiences, and ideas about what to write. During the pre-writing phase, students need direction - a topic or something to discuss in writing. Topics can come from teachers but students also need to develop the skill of using their own insights and experiences (besides those of others) as writing material. Most often, the potential of possible topics is revealed through pre-drafting experiences such as the following:

- talking with and interviewing people who know something about a topic
- brainstorming
- focused free writing (i.e., nonstop writing on an intended subject to crystallize ideas and feelings)
- mapping and webbing (i.e., drawing thought webs or graphic representations of the topic)
- writing “leads” (i.e., creating three or more opening sentences as a way of determining the shape and scope of the topic)
- listing
- using reporters’ questions (i.e., Who? What? When? Where? Why? How?)
- making similes and metaphors (i.e., asking “What is it like?”)
- finding similarities and differences by comparing and contrasting concepts, pictures, and objects
- reading and examining written models to gather information about the topic or to notice genre, style, or tone
- viewing pictures, paintings, television, films, CD-ROMs, or slides
- using visualization and guided imagery
- listening to CDs, tapes, and records
- debating, role playing, and improvising
- exploring ideas in a journal.

Purpose of creative writing

- to reflect, clarify, and explore ideas
- to express understanding
- to explain, inform, instruct, or report
- to describe
- to retell and narrate
- to state an opinion, evaluate, or convince
- to experiment.