

Biyani's Think Tank

Concept based notes

English Teaching

[BSTC I Year]

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Preface

I am glad to present this book, especially designed to serve the needs of the students. The book has been written keeping in mind the general weakness in understanding the fundamental concept of the topic. The book is self-explanatory and adopts the “Teach Yourself” style. It is based on question-answer pattern. The language of book is quite easy and understandable based on scientific approach.

Any further improvement in the contents of the book by making corrections, omission and inclusion is keen to be achieved based on suggestions from the reader for which the author shall be obliged.

I acknowledge special thanks to Mr. Rajeev Biyani, *Chairman* & Dr. Sanjay Biyani, *Director (Acad.)* Biyani Group of Colleges, who is the backbone and main concept provider and also have been constant source of motivation throughout this endeavour. We also extend our thanks to Biyani Shikshan Samiti, Jaipur, who played an active role in co-ordinating the various stages of this endeavour and spearheaded the publishing work.

I look forward to receiving valuable suggestions from professors of various educational institutions, other faculty members and the students for improvement of the quality of the book. The reader may feel free to send in their comments and suggestions to the under mentioned address.

Author

Syllabus

B.S.T.C. Part-I&II

English Teaching

General Objectives of English Teaching – This course is intended to:

(1) Strengthen the pupil teacher's own command of English in its spoken and written form. (2) Acquaint the teachers with strategies methods techniques and devices for improving the teaching and learning of English and providing practice in their use. (3) Make teaching learner centered. (4) Prepare the teacher to play the role of a facilitator of learning. (5) Enable him to prepare and use learning materials effectively. (6) Develop in the pupils teacher some basic values and attitudes. (7) Develop in the pupil teachers, the habit of reading extensively and listening to radio broadcast etc.

Total Periods 110

Curriculum

1. Spoken English and Rhymes

Specific objectives – The following specific are decided:

(1) To create an awareness in pupil teachers to read with correct pronunciation, stress and intonation. (2) To help pupil teachers to express themselves in English accurately and fluently. (3) To help them to know all parts.

(1) The organs of speech. (2) The classification of speech sounds.

(a) Vowels

(b) Consonants

(3) Key words- Vowels and Consonants. (4) Vowel-I (1-6) (5) Vowel-II (7-12) (6) Diphthongs-I (13-16) (7) Diphthongs-II (17-60) (8) Consonants- I (1-6) (9) Consonants- II (7-12) (10) Consonants- III (13-18) (11) Consonants-IV (19-24) (12) Syllables and word stress-I (13) Word stress-I (Shift of stress). (14) Sentences stress and rhythm (strong and weak forms) (15) Intonation-Rising tone-I (16) Intonation-Falling tone-II (17) Practice in Reading aloud. (18) Vocabulary Building, Common word necessary for spoken, English, stress should be given horizon of the word.

Note: One rhyme should be practiced daily 20 rhymes

1.2 Rhymes

Objectives- Following objectives are decided:

(1) To create healthy atmosphere in the class. (2) To help to avoid hesitation and shyness of the learners. (3) To recite rhymes phonetically correct. (4) To provide exposure. (5) To recite with correct pronunciation stress rhythm intonations. The teacher will make pupil teachers learn at least 20 rhymes by heart as prescribed in text-books.

1.3 Language Material

Specific Objectives- The specific objectives are as following:

(1) To enables pupil teachers to master the linguistic items prescribed for classes I to V or for beginners. (2) To give them ample opportunities to practice languages items. (3) To enable them to use the language items correctly and appropriately.

The following contents will be taught:

S.No.	Topic	Content
1.	Articles	(1) Countables and uncountables a/an/some/the. (2) Definite article specifying items already referred to for things that are unique: only one of its kind: omission of articles.
2.	Pronoun:	Personal, Possessive Adj. and personal pronouns, reflexive.
3.	Tense & Time	(1) Concept of Tense and time Viz. the simple present and the present progressive: verbs not generally used with the Present progressive. (2) The preset Perfect Tense with just, already, yet etc., The, Simple past tense. (3) The past Continuous Tense. The Present Perfect Tense Continuous Tense. (4) The Simple past and the past perfect. Four ways of telling about the future activity.
4.	Questions	(1) Yes/No questions, tag questions. (2) 'Wh' questions for subject.
5.	Preposition	Time, Place, relation, prepositional phrase and phrasal verbs.
6.	Adjectives	(1) Attributive and predictive use of Adjectives. (2) Use of much, many, a lot of few, little, a few, a little.

- (3) Comparison, as-as, than, etc, irregular forms with more and most.
- (4) Past participle used as adjective.
- (5) Present participle used as adjective.
- 7. Adverbs**
- (1) Time, Place and manner.
- (2) Position of Adverbs in sentence.
- (3) Comparison of adverbs.
- 8. Passive voice** Passive voice with or without agent.
- 9. Connectives** And, or, so, but, to, neither nor, such-that, so-that, both-and not only-but also, too-to, although-yet, yet, lest than, should, in case.
- 10. Modals** Can, may, might, could, should, would ought to, must, used to, need (need not), (must not), have to, dare, will, shall.
- 11. Introducing words and telling the time** 'It' and 'There' telling the time.
- 12. Causative verbs**
- (1) 'Make', 'get', and have.
- (2) Imperative and negative forms.
- (3) Lest Objective + be + p.p.
- 13. Reported Speech**
- (1) Zero modification.
- (2) Change in person.
- (3) Change in tense.
- (4) Adverbial in place and time.
- (5) Imperatives.
- (6) Questions-Yes/No and 'Wh' (What, why, wh) Question.
- 14. Non finite forms** Infinitives, Gerunds and Participles.
- 15. Conditionals**
- (1) Factual Condition
- (2) Hypothetical conditions
- 16. Relative clauses** Defining and non defining.
- 17. Basic patterns**
- (1) SVO, SVOO, SVO+ Infinitive
- (2) SV+ infinitive + O

- (3) SVO + preposition phrase
- (4) Feel + adjective
- (5) Food/afraid/proud of

1-4. Syllabus for Reading

Objectives- The objectives are as follows:

- (1) To train them in the use of different reading strategies, scanning, close reading for different purposes.
- (2) To enable them to improve their reading speed with comprehension.

Content

- 1. Intensive** Reading a short passage and answering an exercise on detailed comprehension.
- 2. Extensive reading** Reading a full-length story and doing an exercise on 'global' comprehension.
- 3. Speed reading** Reading passage as fast as possible answering comprehension, questions assessing reading speed.
- 4. Skimming** A quick reading of a passage within a prescribed time and commenting on the central idea.
- 5. Scanning** A quick reading of a passage looking for specific information.

Note: Five passage may be selected from the prescribe text-books (class I and V) devoting one passage for each activity.

1.5 Writing

Objectives- The objectives are as follows:

- (1) To make the pupil teachers aware of silent features different kinds of writings viz. letter/report/dialogue/summarizing.
- (2) To make up pupil teachers aware of the difference between spoken communication and written communication.
- (3) To introduce to the pupil teachers the different tools available for reference and dictionary.

The following areas should be taught:

- (1) Dialogue-writing (2) Paragraph writing- personal diary, class diary. (3) Letter writing. (4) Application writing (5) Story writing.

2. Professional Competence

Objectives- The objectives are as follows:

- (1) To make pupil teachers aware of the modern methods/approaches techniques for the teaching of English.
- (2) To improve the teaching competence of the teacher.

2.1 Method-Talks

- (1) Language as a skill- exposure and practice of reading and writing in the four basic skills (Listening, Speaking, and Writing) and problems in teaching English-use of the mother tongue.
- (2) Planning of foreign language work-year wise and unit wise.
- (3) How to plan a lesson for pre-reading stage and reading stage.
- (4) The teaching of structure and drills.
- (5) The teaching of lexical items and the course reader.
- (6) The teaching of reading to beginners- (1) Different methods. (2) The first reading lesson.
- (7) The teaching of 'hand writing' print script to beginners.
- (8) The change from reading from the black board and flash cards to reading from the first year text book which contains no new language items but only material already mastered by the peoples in the early part of the year.
- (9) Reading comprehension: (a) Fluency in reading. (b) Grammatical meaning. (c) Lexical meaning. (d) Socio-cultural meaning. (e) Total (Semantic) meaning.
- (10) (a) The difference between teaching and testing the teaching and reading comprehension. (b) spelling exercise- A project 'How to improve vocabulary is to be taken.
- (11) Home work in foreign language and correction of written work.
- (12) Oral and written composition in a foreign language principles. (a) Action chains. (b) Sentence of given pattern from key words.
- (13) Planning composition-II (a) personnel diaries. (b) class diaries. (c) paragraph framing letter and application. (d) Expansion of an outline with the help of series of pictures.
- (14) How to frame a test items- different ways of testing the understanding and production of structures and lexical items and how to compose a unit test.

15. Use of mass media and T.V. and Language games.

2.2 Demonstration cum Talks

10 periods of 20 minutes will be devoted to the lesson it self and 20 minutes to follow up discussion and preparation of lesson plan based on the lesson observed, these lessons will be given in primary classes.

1. **Introduce** a book, a pen, a comb, a pencil (What's this? It is a.....)

2. **Revise:** Material taught in lesson

Introduce: a leaf, ribbon, a chair, a table

(What's this/that? It is a.....)

3. **Revise:** Selected material taught in 1 and 2.

Introduce: Is this.....? (a) yes, it is.

(b) no, it isn't.

4. **Revise:** Material taught in 1 and 2.

Introduce: a boy, a girl, a man, a woman,

(Is that/that.....?)

(1) Yes, it is.

(2) No, it isn't.

5. **Revise:** Selective material taught in previous lessons

Introduce: This is a book, That's a book.

This is a boy, That's a boy.

6. **Revise:** This is a.....That's is a.....

Introduce: (1) This is Ram. He is a boy.

(2) What is he/she?

He is a boy/man.

She is a girl/woman.

(c) Who is Ram?

He is a boy/man.

Who is Sita?

She is a girl/woman/

- 7. Revise:** He is a.....
First lesson is reading.
- Introduce:** This is a boy ribbon/ girl/ camp.
With the help of sentence cards.
- Revise:** all the four sentences with the help of sentence cards.
Second reading lesson
- Introduce:** That is a boy/ ribbon/ girl/ comb.
With the help of sentence cards.
First lesson in writing.

Introduce 'a'

- 9. 9-15** Teaching of unit -6 pds.
- Stage-1** two or three questions aimed at eliciting the gist of the passage from pupils, first orally and then in writing.
- Stage-2** Oral or written questions, aimed at eliciting detailed comprehension.
- 10. Composition** Development of a story with the help of a series of pictures.
Language material. Reading Comprehension Composition. Written exercises and correction. Unit test and remedial work.

2.3 Visual-Aids

(Talk-cum-Demonstration)

The teacher will give talk on audio-visual aids and he will prepare the following aids to pupil teachers understand.

- (1) Drawing match stick figures and objects one chart on the one chart black board.
- (2) The flannel board- normal and improvised, picture cards 5 Pictures.....
- (3) Sentence cards and look and say card- 10 sentence card.
Look and say and 2 sentences cut into words.
- (4) Picture-cards
 - (a) For teacher 9" x 9" 4 Pictures
 - (b) For pupils 4" x 3" 20 cards
 - (c) Matching cards

- (i) Self correcting 10 cards
 (ii) Non-self correcting (Painting/pasted)
- (5) The Model clock face with movable hands.
 (a) How to make one (b) How to use one.

Assignment: It will be done by pupil teachers.

The following visual aids are to be prepared by every pupil teacher.

- (1) Flannel board-1 (2) Sentence card- 10 (3) Look and Say cards-5 (4) Picture card - "9 x 9"-4 pictures. Picture card 4 x 4- 20 (5) Matching card 20 (Painted/Pasted) self correcting - 10 self non-correcting-10 (6) Model clock-1(7) Match stick figures-1 chart (8) two stories with series of pictures.

2.4 Blackboard work hand writing

The teacher will make pupil teacher use black-board and hand writing by giving following exercises.

1. Pre-writing exercise

11 11 11 11 11 11 ffff ffff JJJJJJ
 c c c c c c >>>>>>
 s s s s s o o o o o o
 a a d d q q g g
 b b d d m m w w

2. Formation of letters

- (1) ascenders- b d f h k l t
 (2) descenders - g l p q y
 (3) middle - a c e i m n o r w x z

3. Writing skills, Cursive writing and speed writing.

4. Writing words and sentences.

Project-A project of hand writing- letters, words and sentences.

Unit-Plan- One lesson of the text-book can be regarded as one Unit. It should include the following sub-units, each sub-units can be roughly covered in the periods as suggested below. A unit will be divided into sub-units they will be according to unit.

(1) Language Material. (2) Reading Comprehension (3) Exercise-structure (4) Composition work (5) Correction work (6) Unit test.....work additional reading material.

Total

Evaluation

Total internal assessment is of 100 marks-

Total marks secured to be reduced by $\frac{1}{4}$ to arrive at 25 marks

External Evaluation- (Exam) 75/100 marks-

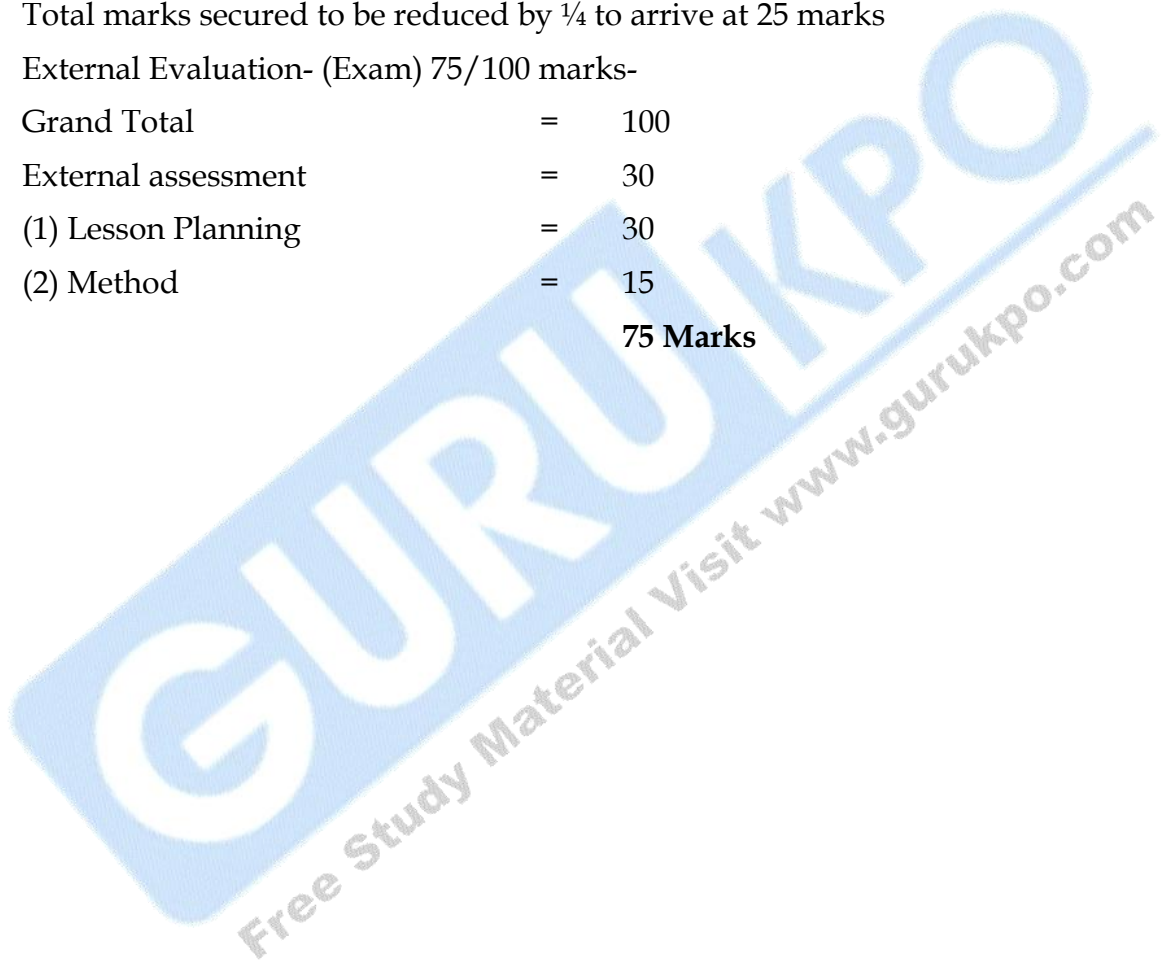
Grand Total = 100

External assessment = 30

(1) Lesson Planning = 30

(2) Method = 15

75 Marks



Objective Type Questions

1. **Total number of monophthongs is:**

(a) 8	(b) 24
(c) 12	(d) 100
2. **Which one of the following underlined sounds is longer than others?**

(a) moon	(b) book
(c) cook	(d) good
3. **The air stream mechanism are:**

(a) Pulmonic	(b) Glottic
(c) Velaric	(d) All of the above
4. **Sounds produced by a complete closure of the air passage and the sudden release of air called:**

(a) Nasals	(b) Plosives
(c) Fricatives	(d) Affricates
5. **Kinds of syllables are**

(a) Mono-syllabic	(b) Disyllabic
(c) Multi-syllabic	(d) All of the above
6. **A minimal unit of sound speech called**

(a) Phoneme	(b) Syllable
(c) Consonant	(d) Vowel
7. **The rise and fall of the voice is speaking is:**

(a) Intonation	(b) Stress
(c) Syllable	(d) rhyme

8. "Than" is generally used after
- (a) Superlative degree (b) Comparative degree
(c) Positive degree (d) All the above (b)
9. The words that are used in place of nouns are called:
- (a) Adverb (b) Pronouns
(c) Preposition (d) Article (b)
10. "She kindly waited for me." Here the word kindly is-
- (a) Adverb of manner (b) Adverb of time
(c) Adverb of place (d) Adverb of number (a)
11. The word used to join two words, clauses, sentences etc is called:
- (a) Article (b) Adverb
(c) Verb (d) Connective (d)
12. Which tense cannot be changed from Active Voice into Passive Voice:
- (a) Perfect Continuous Tense (b) Indefinite Tense
(c) Perfect Tense (d) None of the above (a)
13. Speed reading gives rise to:
- (a) Improvement in reading speed.
(b) Fastest speed
(c) Locating quickly specific information
(d) None of the above (a)
14. Methods of teaching reading are
- (a) The Alphabet method
(b) The whole-word method
(c) The Phonic method
(d) All of the above
15. The advantage of Intensive Reading is:

- (a) It helps in learning grammar.
- (b) It explains the meaning.
- (c) It improves the power of expression.
- (d) All of the above (d)

16. Scanning is useful for:

- (a) Executives (b) Administrators
- (c) Professors (d) All of the above (d)

17. Reading without voice and without moving the lips is called:

- (a) Silent Reading (b) Oral Reading
- (c) Loud Reading (d) All of the above (a)

18. "Reading maketh a full man" is stated by:

- (a) Bacon (b) Lado Fairly
- (c) Dr. West (d) Bell (a)

19. When you are looking up a word in telephone diary or in dictionary you are going through:

- (a) Intensive Reading (b) Speed Reading
- (c) Scanning (d) Skimming (d)

20. Hand-writing skills develops through-

- (a) Reading practice (b) Listening practice
- (c) Speaking practice (d) Writing practice (d)

21. A story must have the following quality:

- (a) Plot (b) Human emotions
- (c) Humour (d) All the above (d)

22. The last part of an application is the date, which is written:

- (a) On the bottom, left hand side.
- (b) On the bottom, right hand side.
- (c) On the top, left hand side.

(d) On the top, right hand side. (a)

23. Talk between two persons is called:

- (a) Pronunciation (b) Innocence
(c) Dialogue (d) Modification (c)

24. A unit of composition in which an idea or thought is developed in a sequential manner is called:

- (a) application (b) paragraph
(c) letter (d) none of the above (b)

25. Writing skill is important because:

- (a) The student learns to express his ideas.
(b) The student learns spellings and punctuations.
(c) The student develops an ability to organize his matter logically.
(d) All of the above (a)

26. A written dialogue must have the following quality:

- (a) interesting (b) spontaneous
(c) forceful (d) All of the above (d)

27. Listening ability means:

- (a) Understanding the meaning of words.
(b) Understanding the meaning of phrases.
(c) Understanding the meaning of sentences.
(d) All the above (d)

28. The act of infecting the environment is called:

- (a) Purification (b) Pollution
(c) Population (d) Polarisation (b)

29. Language abilities in English are:

- (a) Listening ability (b) Ability to speak and to read
(c) Ability to write (d) All of the above (d)

30. The proper order in four basic skills to be taught is:

- (a) Writing, reading, speaking, listening.
- (b) Reading, writing, listening, speaking.
- (c) Speaking, writing, listening, reading.
- (d) Listening, speaking, reading, writing. (d)

31. The number of basic skills in teaching of English is:

- (a) 2 (b) 3
- (c) 4 (d) 10 (c)

32. The reading ability means, the student

- (a) develops correct reading habit.
- (b) acquires a reasonable speed in reading.
- (c) grasps meaning of words and sentences from the context.
- (d) all the above (d)

33. The writing ability means, the student:

- (a) Masters the mechanics of writing.
- (b) Spells words correctly.
- (c) Uses appropriate vocabulary and grammatical items.
- (d) All the above (d)

34. The unit of teaching in Phonetic Method is:

- (a) Letter (b) Word
- (c) Sounds of Letters (d) Sentence (c)

35. Advantage of the alphabetic Method is that:

- (a) Pupil get tired in lengthy drills.
- (b) It enables to build up visual images of words.
- (c) The sound of letters does not correspond to pronunciation.
- (d) None of the above (b)

36. The first step of lesson plan is:

- (a) Presentation (b) Introduction

- (c) Greeting (d) Recaptulation (c)

37. Model reading is performed by:

- (a) Student (b) Teachers
(c) English Teacher (d) Headmaster (c)

38. Dictation needs

- (a) Appropriate pauses (b) Slow speed
(c) Clear and correct pronunciation
(d) All the above (d)

39. Composition is the skill to produce:

- (a) To develop neatness (b) Motor skills of handwriting
(c) Speed (d) All the above (d)

40. Follow-up reading means:

- (a) Reading by the teacher.
(b) Loud reading by the students.
(c) Silent reading by the readers.
(d) Library reading. (b)

41. Black-board summary needs:

- (a) Spoken English (b) Fluency in speech
(c) Good writing skill of the teacher
(d) None of the above (c)

42. Audio-visual aids make the lesson:

- (a) Interesting (b) Attractive
(c) Effective (d) All the above (d)

43. Radio is an:

- (a) Audio-aid (b) Visual aid
(c) Both audio and visual aid (d) None of the above (a)

44. Look and say cards are used for:

- (a) Unphonetic words (b) Phonetic words
 (c) Sentences (d) None of them (a)

45. Cut-out can be used:

- (a) To frame sentences (b) To develop a story
 (c) To teach composition (d) All the above (d)

46. A flannel board can be used for showing:

- (a) Words and figures (b) Pictures and sentences
 (c) Cut-outs and landscapes (d) All the above (d)

47. Model clock is used for:

- (a) Teaching structures (b) Teaching language material
 (c) Telling time (d) All the above (d)

48. Non-self correcting card is used:

- (a) For testing (b) For decoration
 (c) For exhibition (d) For all the above purposes (a)

49. Audio-visual aids make the lesson:

- (a) Interesting (b) Attractive
 (c) Effective (d) All the above (d)

50. Picture cards can be used generally of size:

- (a) 3" x 3" (b) 5" x 5"
 (c) 9" x 9" (d) 6" x 6"

Q.1. What are the organs of speech? How many speech organs works in speaking a languages?

Ans. Every language in the world uses sounds produced by the individual with his body. The organs which are helpful in the production of speech are called speech organs. We speak with the air from the lungs. This air released by the lungs interferes with its passage in various ways and at different place. In this way sound is produced.

The various speech organs who plays an important role in speaking are-

(1) Vocal Cords- Larynx is the first point where there is possibility of modification of air stream. It contains vocal cords, which are two small bands of elastic tissue. The gap between them is called glottis.

(2) The Palate: The roof of mouth is formed by the palate. It has three parts:

(i) Alveolar edge.

(ii) Hard palate and

(iii) Soft palate

(3) The teeth: The two upper front teeth are used in English. The lower front teeth are not important except if they are missing certain sounds.

(4) The tongue: The tongue can assume a large number of different positions for the articulation of different vowels and consonant sounds. The parts of tongue are blade, tip, the front, the back.

(5) The Lips: The lips play an important role in the articulation of certain consonants. The lips assume different positions- spread, neutral or rounded for different vowel sounds.

Q.2. What do you know about Syllable? Explain it.

Ans. Syllable is surrounded by consonants. Phoneme and syllable are equal to each other. Syllable is a minimal unit (vowel) of sound speech. So syllable can be defined as a unit containing a vowel sound either alone or surrounded by consonants in number in certain arrangements.

According to the number of syllables in a word, they can be classified in different categories.

(1) Mono-Syllable: In which the words have only one syllable surrounded by consonants. e.g. Cut, put, hut, but.

(2) Di-Syllable: The words containing two vowels or syllables. e.g. Sixteen, unknown, believe, again.

(3) Multi-Syllable: The word which has more than two syllables. e.g. Ability.

Q.3. What is Syllable stress, word stress and sentence stress? Explain.

Ans. Stress is the force given to a word or syllable in speech. Stress means emphasis. If we make a sound with more energy the sound will come out with force. There are three kinds of stresses in English.

1. Syllable Stress: Syllables which are pronounced with a greater degree of stress than the neighbouring syllable in a word or sentence are said to be stressed or pronounced with strong stress. Most of English words of two syllables have one strongly stressed syllable and one weak one. The strong stress is on the first syllable in some words and on the second in others.

Rule of Syllable Stress:

1. Words of two syllable have stress on the first syllable- 'doctor', 'sis-ter'.
2. Words of two syllables with stress on the second syllable- a gain, mis-take.
3. Words of two syllables with stress on both the syllables - 'Six' ten
4. Words of three syllables with stress on the first in some on second and in some of third syllable. Holiday

(2) Word Stress: Some words in English have different functions according to which they are given a full or weak pronunciation. There are a number of words, mostly of two syllables, which take stress at the end or at the beginning. With the shifting of their stress, their grammatical meaning is changed. For example - record - re' cord.

Rules of word Stress:

- (i) All English words have some accent, primary or secondary on the first or the second syllable. When these are more than two syllables in a word, the stress may shift to the subsequent syllable.
- (ii) Words with weak prefixes are stressed on the root and not on the prefix. e.g.- ad'mit, ad' vice.
- (iii) Words ending in-ion have primary accent on the last but one syllable. e.g. : application.
- (iv) Words ending with ic-ical-ically have the primary accent on the syllable preceding the suffix. e.g.- e'electric, po'litically.
- (v) Words ending with-ity get stress on the syllable preceding the suffix, that is on the third syllables from the end. e.g. : ac'tivity.

(3) Sentence Stress: As a rule it may be said that the relative stress of the word in a sequence depends on their relation importance. The more important the word is, the stronger is its stress words can be classified in two categories keeping in view their

function in a sentence. They are either content-lexical words or structural words. The content words are: nouns, demonstratives, adjectives, adverbs, main verbs and wh-question words. The structural words are articles, pronouns, auxiliary verbs, prepositions, connectives and link-words.

Rules of Sentence Stress

- (1) The words which give us picture or provide more of the information or new information get stress in a sentence. e.g. : I could 'hardly be'lieve my 'eyes.
- (2) The important point to remember is that the stressed syllables tend to appear at regular intervals of time. e.g. : I'm 'looking for the basket.
- (3) In speech the stressed syllables are pronounced carefully and the unstressed ones are crowded together between the stressed syllables. e.g. : My 'boy will 'show you' 'where to' go.
- (4) Words of more than one syllables are stressed.

Q.4. Explain the classification of consonants.

Ans. A consonant is defined as the sound in the production of which air has an impeded passage through the mouth or the air does not pass through the consonant may be defined as a sound in which the movement of air from the lungs, is obstructed as a result of narrowing a complete closure of the air passage.

Classification of Consonants:

1. According to place of obstruction:

- | | |
|---------------------|------------------|
| (a) Bi-labial | (b) Labio-dental |
| (c) Dental | (d) Alveolar |
| (e) Palato Alveolar | (f) Palatal |
| (g) Velar | (h) Glottal |

2. According to the Nature of obstruction

- | | |
|----------------|-----------------|
| (a) Plosives | (b) Nasals |
| (c) Fricatives | (d) Affricates |
| (e) Lateral | (f) Semi-vowels |

3. According to the position of vocal-cords.

- | | |
|------------|---------------|
| (a) Voiced | (b) Voiceless |
|------------|---------------|

(c) Consonant clusters

Q.5. What is Diphthongs? Explain.

Ans. The word diphthong came from Greek and it means double sounds. A diphthong is defined as an independent vowel glide not containing with itself either a peak or a through of prominence. By vowel glide we mean that the speech organs start in the position of one vowel and move in the direction of another vowel. So it is a combination of two vowel sounds pronounced as a single syllable. Each sounds starts as one vowel sound and finishes on another. The whole glide acts like one of the long, simple, vowel. The first part of the diphthong is always spoken strongly that the second part of the diphthong. There are eight diphthongal sounds in English. They can be divided in three classes.

1. Those which end in /ʊ/
2. Those which end in /i/
3. Those which end in /ə/

Closing diphthongs - ei, ai, əi, əʊ, au

Centering diphthongs - Iə, ʊə, eə

Q.6. What is Intonation?

Ans. When we speak, the pitch of our voice keeps on rising and falling. The difference in the pitch creates difference in meaning some parts of our sentences are spoken at a high level pitch while others are spoken at a low level pitch. This rise and fall of pitch in voice is called Intonation. English speech shows two main tunes of Intonation.

- (1) Tune I - The Falling Tune
- (2) Tune II - The Rising Tune
- (3) Tune III- The Falling- Rising Tune

Q.7. What do you know about 'Articles'? How many Articles are there?

Ans. Articles : Articles are of two types:

1. Indefinite Articles : 'A' and 'An' are called indefinite articles as they describe the person or thing spoken of an indefinite.

e.g. : (1) He saw a tree. (any tree)

(2) He purchased a book. (any book)

2. Definite Article : 'The' is called definite Article, because it points or describe some particular person or thing.

They are also called definite articles as they are used before definite nouns.

e.g. : (1) He saw the doctor (particular doctor)

Rules of using 'A'

- 'A' is used before a word beginning with any consonant sound except silent 'h'.
Ex:- A book, a tree.
- When 'U' is pronounced as 'U' (pure U) Ex. A University, A Union.

Rules of using 'An'

- 'An' is used before a word beginning with a vowel sound (a, e, i, o, u) and also pronounced like them.
e.g. : An American, an elephant
- In these words in which 'h' is silent. Ex. -An hour, An honest man.
- It is also used before those consonants which sound like a vowel. e.g.: An M.A., An L.L.B.

Rules of Using 'The'

- 'The' is used when we talk or write about a particular person or a thing or the one which are already referred to- Ex. The pen you want is out of stock.
- With the name of rivers, seas, oceans, mountain ranges, gulf's or group of islands. e.g. : The Red Sea.
- Before the names of specific books or certain books. Ex. - The Vedas, The Puranas.
- When a singular noun is used to represent a whole class.
e.g. : (1) The cat loves comfort.
(2) The Rose is a beautiful flower.
- It is used before common nouns, which are unique of their kind. e.g. : The Sun, The Earth.

6. Before a proper noun only when it is qualified by a defining objective clause.
e.g. : The immortal Shakespeare, The great Caesar.
7. With Superlatives.
e.g. : The darkest cloud has a silver lining.
8. With ordinals
e.g. : She was the first girl to arrive at the party.
9. 'The' is used before musical instruments.
e.g. : He can play the guitar.
10. Before an adjective when the noun is understood.
e.g. : The rich are not always generous.
11. Before the name of communities.
e.g. : The English, The Hindus
12. Before famous trains, aeroplanes, or buildings
e.g. : The pink city express, The Red Fort

Q.8. What is 'Pronoun'? Classify them giving suitable examples.

Ans. Pronouns: The words that are used in place of nouns are called pronouns.

Kinds of Pronouns:

1. Personal Pronouns : The pronouns used for the names of persons, animals and things are called Personal Pronouns. They stand for the three persons- the first person, the second person and the third person.

(a) First Person

I	We
My	Our
Mine	Ours
Me	Us

(b) Second Person

You	You
You	Your

Your	Yours
(c) Third Person	
She/He	They
Her/it	Their
Hers	Theirs
Her	Them

2. Reflexive Pronoun : Reflexive pronouns are: myself, himself, herself, yourself, itself, ourselves, themselves, etc.

When the subject and the object are the same person, myself, yourself, herself are used as objects of a verb. These are called Reflexive Pronouns.

e.g. : I wrote a letter **myself**.

In the above sentence, the word myself is used as the object of a verb.

3. Emphasizing Pronouns : When the self form of a personal pronoun is used just near the subject to show emphasis it is called emphasizing pronoun.

e.g. : I **myself** wrote a letter.

In the above sentence the word myself is used just near the subject (I) to show an emphasis.

4. Demonstrative Pronoun : The Pronouns used to point out the object or objects to which they refer are called Demonstrative Pronouns.

e.g. : 1. This is my dog.

2. That is my shirt.

In the above sentences the words dog, shirt are the objects and the words. This, That refer to these objects.

5. Interrogative Pronouns : Pronouns used for asking questions about persons or things are called Interrogative Pronouns.

e.g. : Who is your father?

In the above sentence the word who is used for asking questions and it refers to any person or thing.

6. Relative Pronouns : The word which joints two sentences and is used for the noun that goes before it is called Relative Pronouns.

e.g. : She is a singer whom everybody likes.

The word whom is used to join two sentences.

Q.9. Write the names of three types of Questions.

Ans. A question is a sentence which has a different word-order and requests information an answer, etc.

There are three types of questions-

- (a) Yes- No Type questions
- (b) Wh- Word type questions
- (c) Question tag (tail Questions)

(A) Yes- No Type Questions : A Yes-No type questions is one the answer of which 'Yes' / 'No'.

e.g. : Q.1 Is your brother a teacher?

Ans. Yes, he is.

(B) Wh-word Questions

e.g. : Q.1 Who teaches you English?

Ans. Dr. Sharma

(c) Question tags : It is generally used when we want the listener to confirm what we have said.

e.g. : Q Peter works hard, doesn't he?

Q.10. What is an "Adjective"? What are its kinds? Give examples of each kind.

Ans. An adjective is a word that describes a noun by telling us about its colour, size or other qualities.

e.g. : **blue** dresses, **beautiful** flower.

Kinds of Adjective :

1. Qualitative Adj: beautiful, lovely, wonderful, good, bad, wet, honest etc.
2. Demonstrative Adj: this, that, there, those.
3. Distributive Adj: each, every, either, neither.

4. Quantitative Adj: Some, any, no, few, many etc.
5. Interrogative Adj: which, what, whose
6. Possessive Adj: my, your, his, her, its, our, their.

Q.11. Write the definition of an Adverb. Write the kinds of Adverb.

Ans. An adverb is a word which modifies the meaning of a verb, an adjective or another Adverb.

Kinds of Adverb :

1. Adverb of Manner:

The child spoke clearly.

In the above sentence, the word clearly shows the manner in which the action is done.

2. Adverb of Time:

They get up early.

In the above sentence 'early' shows the time when the action is done.

3. Adverb of Place:

The bird flew away.

In the above sentence 'away' shows the places where the action is done.

4. Adverb of Number/Frequency:

He often comes to see me.

In the above sentence 'often' tells us how often the action is done.

5. Adverb of Degree:

The horse ran very quickly.

In the above sentence, quickly adds to the meaning of the verb 'ran'.

6. Interrogative Adverb:

Why are you laughing?

In the above sentence why is adverb. It is used for asking questions.

Q.11. What is reading? What are the aims of teaching reading? Explain the mechanics and methods of teaching reading.

Ans. Reading is a process of looking at written or printed symbols, instantly, translating them into their oral symbols which are further associated with the objects, qualities or actions for which they stand. To read is to understand the meaning of written or printed words.

According to Bacon – “Reading make a full man”.

Aims of Teaching Reading:

- (1) To enable the pupils to acquire a proficiency in reading.
- (2) To read with understanding.
- (3) To recognise words.
- (4) To read with correct pronunciation, accuracy, and fluency etc.
- (5) To enable the pupils to take pleasure in reading.

Mechanics of Teaching Reading : Mechanics of reading include:

- (1) Acquisition of proper eye movement, which is from left to right in the case of English.
- (2) Acquisition of proper eye-span, that is taking in a few words at a time.
- (3) Ability in a few words at a time.
- (4) Ability to associate meaning with the translated stream of sounds.

Methods of Teaching Reading : There are five methods of Teaching Reading.

(1) The alphabetic Method: In this method the students are taught the alphabets A, B, C of the language. Later the students learn words by combining the alphabets.

Criticism:

- (a) It is a dull and boring method because the students are learning the alphabets A, B, C etc which are meaningless.
- (b) It is said that the sound of various letters does not indicate the correct pronunciation of those sounds and letters.
- (c) It is not a good method because it is lengthy and tedious.

(2) The Phonic Method: It is a method of teaching reading in which each word is broken up into basic speech sounds. It really facilitates reading. Here the students are taught the different sounds first. They learn the alphabets afterwords.

Criticism: It is difficult rather impossible to pronounce the consonants without the aid of the vowels and so it shall be difficult to have an idea of the pure sound of the consonants.

(3) The word Method: It is called word method because the unit of teaching is a word. Moreover, pictures are also with the words. the students look at the picture and they say whatever they see. This is also called 'Look and Say' method.

Criticism: This method does not help students to develop the power to recognise the words independently and correctly.

(4) The Phrase Method: This method is based on the theory that phrases are of a greater interest to children than the words. It also lays greater stress on the meaning of the phrases. This method cannot be used for all types of children. Because the weak students can hardly pick up one word at a time. They find it hard to learn two or three words at a time.

(5) The Sentence Method: In this method, the unit of teaching is a sentence. The students learn words and alphabets afterwards this method cannot be used for all types of children. The reason is that average child cannot pick up one complete sentence at a time. This method can be used only in that case when the children are exceptionally good.

(6) Story method

(7) Eye-Span

Q.12. What do you mean by Intensive and Extensive Reading? What are the aims and steps of Intensive and Extensive Reading? Write Advantages and Limitations also.

Ans. Intensive Reading: Intensive Reading means the detailed study of the prescribed prose text. Intensive Reading requires concentration on the subject-matter. The reader concentrates on the content, grammar, words phrases and sentence structure of the given passage.

Aims:

- (1) To promote a deeper knowledge of the language subject-matter and power of expression.
- (2) To enable the pupils to understand speak and write English language correctly.
- (3) To develop habit of thinking in English among the students.

Steps:

I. Introduction: The teacher gives an introductory talk and familiarize the pupils with the subject-matter and sometimes the teacher asks certain questions based on their previous knowledge.

II. Model Reading: The teacher reads a paragraphs deliberately at a normal speed with prefer pronunciation, intonation and stress. The students lists carefully.

III. Pupil's reading: The students are asked to read the paragraphs already read by the teacher. The teacher corrects the mistakes by giving individual and collective drill.

IV. Explanations: The teacher explains the words, phrases and sentences, etc.

V. Recapitulation: In the end, the entire passage is revised. The teacher asks certain questions and the students answer them.

Advantage of Intensive Reading:

- (1) It increases the vocabulary of the pupils.
- (2) It improves the power of expression of the students.
- (3) The grammar can also be taught to the pupils during the course of intensive reading.

Limitations:

- (1) It does not provide joy and interest to the pupils.
- (2) It lays great emphasis on the anatomy of the language.

Extensive Reading: It is a means of concentrating upon pupils mind the subject-matter. In Extensive Reading the pupils read without the help of the teacher, independently and quickly understanding the subject-matter.

Aims:

- (1) To develop a taste for reading books among the pupils.
- (2) To enable the pupils to learn more vocabulary and gain more knowledge.

Steps:

I. Introduction: The teacher should give an introductory talk on the topic to read.

II. Silent Reading by pupils: The teacher should fix the length of the unit according to the pupil's ability to read and understand the subject-matter.

III. Questioning: After silent reading is done by pupils, the teacher should ask a few questions to test whether the pupils have understood the matter.

IV. Recapitulation: In the end, the teacher can ask general questions with the help of various form of questions to test their comprehension.

Advantages:

- (1) It develops the habit of self reading among the students.
- (2) By extensive reading pupil's knowledge about the literature, culture, History etc. increases vastly.

Disadvantages:

- (1) Words, phrases and expressions, etc are not studied in detail, during the course of extensive reading.
- (2) The pupils are only able to understand the common words already known to them and not the difficult ones and their use.

Q.13. What is Silent Reading? What are the aims of Silent Reading? Write advantages and Limitations of Silent Reading.

Ans. While doing silent reading the students should concentrate their attention in understanding the subject matter. It means that reading should be silent without disturbance from any quarter.

Aims:

- (1) To enable the pupils to comprehend the meaning rapidly of what they are reading.
- (2) To get ample pleasure and profit from reading.
- (3) To create a desire for independent reading among the students.
- (4) To enable the pupils to read with interest and to supplement their knowledge by gathering new informations.

Advantages:

- (1) Obviously the speed in silent reading is more than in the case of reading aloud. So it saves time and energy.

- (2) It improves the recognition of words and the pupils learn to respond to these words which have been already learnt by them in oral Reading.
- (3) It helps to create a taste for independent reading.
- (4) It is helpful in gaining fresh information and knowledge.
- (5) It helps in developing aesthetic sense and a critical outlook among the pupils.

Limitations:

- (1) The students of the Primary classes cannot be expected to read silently without the help of the teacher.
- (2) The teacher cannot easily find out whether the students are actually reading and with proper concentration of mind.

Q.14. What is Oral Reading? What are the qualities of Oral Reading? Write advantages and disadvantages of Oral Reading.

Ans. Every pupil must develop the ability to read aloud properly. It gives the pupil a sense of pleasure. At the early stage, more attention should be paid to reading aloud.

Qualities of Good Oral Reading:

- (1) The pupil should read clearly fluently and properly.
- (2) The pupil should have a sufficient knowledge of intonation and modulation.
- (3) The pupil should read with correct pronunciation and proper facial expressions.
- (4) Reading should be slow and distinct and should be audible to every student of the class.

Advantages of Oral Reading:

- (1) The teacher can pay individual attention to the pupils and can easily find out their mistakes.
- (2) Oral reading helps in developing self-confidence among the students.
- (3) It gives an ample practice to the pupils to express himself properly in spoken English.
- (4) It is very helpful at the preliminary stage and also provides self satisfaction to the pupils.

(5) It develops a sense of appreciation.

Disadvantages:

- (1) Oral reading obstructs understanding because attention is paid only on uttering of the sounds.
- (2) Other pupils generally do not show interest in hearing while one of them is reading aloud in the class.
- (3) Generally the reader does not take interest and read the sentences without understanding the meaning they convey.
- (4) It is often parrot reading because the attention of the child is focused on correctly reading aloud with correct pronunciation.

Q.15. What do you know about Skimming and Scanning?

Ans. Skimming: Skimming is used to quickly identify the main ideas of a text. When you read the newspaper, you're probably not reading it word-by-word, instead you're scanning the text. Skimming is done at a speed three to four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of time. Use skimming when you want to see if an article may be of interest in your research.

Scanning: Scanning is a technique you often use when looking up a word in the telephone book or dictionary. You search for keywords or ideas. In most cases, you know what you're looking for, so you're concentrating on finding a particular answer. Scanning involves moving your eyes quickly down the page seeking specific words and phrases. Scanning is also used when you first find a resource to determine whether it will answer your questions. Once you've scanned the document, you might go back and scan it.

When scanning, look for the author's use of organizers such as numbers, letters, steps, or the words, first, second, or next. Look for words that are bold faced, italics, or in or different font size, style, or color.

Q.16. What do you mean by Writing? Describe dialogue writing.

Ans. Writing: It is a means of preserving the knowledge which the pupil gained or the judgements he has formed. A command over writing or written composition helps in better communication.

Dialogue Writing: Dialogue is a conversation between two or more persons. It is a language of everyday speech unlike that of books. Dialogues are lively, simple, short and informal.

Dialogue writing helps in developing imaginative and creative power of students because they have to imagine a complete situation. It helps in learning the language that they can use in day to day practical life. It also helps in learning the language that they can use in day to day practical life. It also helps in learning the use of exclamation, pause, comma and other signs of punctuation while writing.

Characteristics of a Dialogue:

(a) Conversational Language: One should not indulge in introducing long idiomatic quotations and phrases in dialogues, but if idioms etc are used, they should be simple and expressive.

(b) Liveliness: Dialogues should be lively. Gestures and movements of the speaker make the talk lively and interesting sometimes. Sometimes there can be interruptions and jerks in the dialogue which make it lively.

(c) Naturalness: Dialogues should appear to be natural. The participants should not turn out to be mere talking machines.

Method of Dialogue-Writing:

1. Carefully think over the subject given, and note down briefly the arguments or opinions about it which might reasonably be expressed by the imaginary persons who are supposed to be talking.
2. Arrange these ideas in some logical order, so that one will arise naturally from another in the course of the conversation.
3. Try to imagine what would be the way in which each character in the dialogue would express his views. To do this, you must have in your mind a clear idea of the imaginary persons taking part in the conversation, so as to make them speak in character.
4. Keep in mind-that your dialogue, when completed, should read like a real, spontaneous conversation. So try to make your imaginary characters talk in an easy, familiar and natural manner. Avoid stilted and bookish phrases. Try to remember how real people talk in friendly conversation, and reproduce that conversational style as well as you can.

Q.17. Write a dialogue between a passenger and a ticket collector at the railway station.

Ans. Ticket Collector:

Good morning, sir. What can I do for you?

Passenger- Yes, please. I want to go to Agra.

Ticket Collector- By which train, Sir?

Passenger- How many times are there to Agra.

Ticket Collector- There are five trains to Agra.

Passenger- Is there a day train?

Ticket Collector- Yes, sir. The Taj Express will go to Agra 3 P.M. You can go by it.

Passenger- Can you give me a ticket for this train?

Ticket Collector- Yes, Sir. Here is your ticket. Please give me Rs. 90/-

Passenger- Yes, Sir. Here is money. Thank you.

Ticket Collector- You are welcome.

Q.18. Write a letter to your mother about your life in the hostel.

Ans.

Govt. Hostel,
Sri Ganganagar
January 17, 2008

My Dear Mother,

I am happy to receive your letter. It is full of love for me. I am sorry for not replying you soon because I was busy with my study. You asked me about my hostel life.

The hostel building is very grand. It has many big halls. Four students live in each of them. There are all facilities. This hostel building is near our school building. Our warden is very strict person. He loves the students and cares them very much. He inspires us to study more. My friends are also good and disciplined. We get up early and take exercise. We are given a rice breakfast. I like the life here.

Convey my best regard to respected father and greater love to younger sister and brother.

Yours loving daughter

Priya

Q.19. What is Paragraph Writing? Mention its components. Write a paragraph on 'A Motor-Car Accident.'

Ans. A Paragraph is a number of sentences grouped together and relating to one topic; or, a group of related sentences that develop a single point. In a continuous piece of writing, the paragraph can be identified by the space left at the beginning, which is called indentation.

Components of a Paragraph :

- (1) A topic sentence express the central idea of a paragraph.
- (2) **Unity-** A paragraph must contain only one central idea.
- (3) **Coherence-** All the sentences must be properly arranged and sentences must be interrelated with logical progress of thought.
- (4) **Order of material-** (a) maintain order of time, (b) order through spatial arrangement (c) logical order.
- (5) **Use of connectives-** Use connectives to link sentences with each other.

A Motor-Car Accident

It is the mad craze for speed that is responsible for many motor accidents. Only last year I witnessed what might have been a fatal accident on the Kashmir Road. The smash had been caused by a car coming down, which swept round a sharp corner at Hundred miles an hour and crashed into a car coming up. Happily no one was killed; but several were badly injured, and the two cars were wrecked. To drive at such drive at such a speed down a twisting mountain road is simply to invite disaster.

In this paragraph, the first sentence states the subject; the narrative that follow is simply an illustration of the statement in the topical sentence that may accidents are caused by a made craze for speed, and the concluding sentence sums the paragraph.

Q.20. Write an application to your Headmaster for 'Transfer Certificate'.

Ans. To

The Headmaster,
Govt. Secondary School,
Jaipur

Sir,

With due respect I beg to say that my father has been transferred to Alwar. I have to go with my family. We are leaving for Alwar next week.

So, I request you to issue my T.C. as early as possible, so that I may take admission there.

Thanking you

Date- 10-10-2008

Yours Obediently,

Poonam

Class X

Q.21. Write a short story "The Cap-Seller and Monkeys."

Ans.

The Capseller and Monkeys

Once a cap-seller was going through a forest. He was carrying a bundle of caps on his head. It was a hot day. He was tired. The capseller went under a shady tree to take rest. He put his bundle of caps on the ground. Soon he fell asleep. There were many monkeys on the tree. They came down and opened the bundle. They took the caps and climbed up the tree. After sometime the merchant woke up. He saw the monkeys wearing his caps. He thought of a plan. He took off his cap and threw it on the ground. The monkeys copied him. He collected his caps and went his way.

Moral : Be Wise.

Q.22. What are the uses of Mother Tongue in teaching of English? Write disadvantages of using the mother tongue.

Ans. There are two diametrically opposite opinions about the use of mother tongue in teaching of English. Teacher can make use of mother language in the following manner-

- (1) Use in oral work.
- (2) Use in Pronunciation
- (3) Use in Reading
- (4) Use in Grammar Ryburn
- (5) Use in Translation
- (6) Use in Composition

Disadvantages of using the mother tongue :

- (1) The word order of different languages differ. The word order of most Indian languages is SVO. It poses a difficulty.
- (2) Socio cultural differences in both the languages possess difficulty.
- (3) Mother tongue speech habits train the speech organs differently. It becomes hard for students to adjust their speech organs to new sound.
- (4) Sounds in Indian language differ from that of English language. Students substitute their language sounds for sounds of English word.

Q.23. Write the steps of teaching of Reading Comprehension.

Ans. Before actual teaching of a passage for comprehension the teacher is supposed to be sure that he has taught all the structures and lexical items needed and prescribed for a given standard.

Reading procedure:

- 1. Model Reading-** The teacher reads the passage loudly with proper stress and intonation.
- 2. Loud Reading-** The students read loudly. Two or three students should be asked to read aloud. The teacher will correct the error in the end.
- 3. Exposition and Explanation-** The teacher explains the meaning of difficult terms, if necessary. He can employ direct method, translation method, synonyms, antonyms or references for explaining the words.

4. **Silent reading-** The students read the passage silently. It is an uninterrupted meaningful silent reading. The students should not move their lips.
5. Teacher asks question and students give answers orally one by one.
6. **Comprehension Questions-** The teacher put question on the blackboard or rolled up board and ascertain that the class understands meaning of the question in mother tongue.
7. **Homework-** The students may be asked to remember the meaning of words used, to translate the passage into mother tongue, and write down the answers of given question in their note-book.
8. The teacher reads the paragraph and then asks questions to them. The pupils answer those questions.

Q.24. What do you know about languages games. Write down language Games.

Ans. Games is an activity which one does for amusement. Language game provides an interesting opportunity to learn language for these games can be constructed for beginner middle and advanced level some of the games are given below-

(1) Guess the Adverbs: One student goes out of the room. The rest if the class think of an adverb or the teacher selects one and writes it on the board for everybody to see. It is rubbed off the boards before the student outside returns.

The returned student asks a variety of questions to different students. They all answer in the manner suggested by the adverb.

Alternatively, the returned student can ask members of the class to do things. They then have to perform the action in the manner suggested by the adverb.

After hearing a sample of answer or observing a sample of actions performed by different students, the student who originally left the classroom is then asked to guess the adverb.

(2) The Preposition Game: The teacher thinks of a room of a house and a hiding place in which to hide an object.

1. I've hidden your Birthday Present and today is your Birthday !

SS Have you put it.....?

2. I hid my mother's Christmas present Last Christmas !
 SS. Did you put it.....?

Q.25. What do you know about audio-visual aids? Describe the advantages of Newspapers and magazines, Radio and T.V.

Ans. Audio aids are the aids related to sound or hearing visual aids are related to sight. Mass media provides both visual and audio visual teaching aids. Television Radio and Newspaper are means of mass communications.

Newspaper and Magazines: Newspapers and magazines can be of help in teaching and learning. They are the best source of knowledge specially at the advantage level.

Advantage of Newspaper and Magazines

- (1) They are easily available.
- (2) They are cheap.
- (3) They deal with various kinds of subjects so one can learn the language, which is useful in different life situation.
- (4) It gives impetus to learning long age as it provides material of ones interest students who are interested in sports will be interested in reading sports column.
- (5) It increases the vocabulary.
- (6) Provides opportunity to learn sentence pattern, structures and phrases.
- (7) Improves reading skill.
- (8) Improves power of expression and comprehension through reading.
- (9) There are special section for language learning in newspaper.
- (10) Magazines provides learning situation through stories and anecdotes.

Radio

Advantages of Radio:

- (1) It is very easily available.
- (2) It is not one costly.
- (3) It can be used in the classroom.

- (4) It helps in learning sentence patterns, structure phrases through listening.
- (5) It helps in developing expression and comprehension.
- (6) It gives an opportunity of pronunciation through listening.
- (7) Running commentary on different occasions gives an opportunity to use language in different situations.
- (8) It is a audio aid so the whole attention is an language that is being presented.

T.V.

Advantages of T.V.

1. It creates interest for learning.
2. It provides various situation where language is used.
3. The concepts are clear as they explain the idea with a situation.
4. T.V. is a source of direct method.
5. Running commentary with visuals leaves a lasting impression on the minds of learner.
6. Various languages learning programmes are being presented now a days.
7. It helps in developing an effective command over the language.
8. These aids should be used carefully with specific objective over use of them is not desirable they are our servants not masters and can not replace a teacher.

Q.26. What are the devices for teaching spelling?

Ans. There are following devices:

(1) Copying- Pupils practise writing the word without any conscious attention to the task. Pupils can be asked to engage their mind in some other activity, while they are copying the words.

(2) Delayed copying- Words on flash cards are shown to the pupils for a very short time. Pupils look at the spelling and write out as soon as the card is withdrawn.

(3) Dictation- Dictation is viewed as the best tool to test spelling. It links sounds with spelling. Dictation is used for other purpose also.

(4) Focussing the trouble-spots- Usually it is only a part of the word that gives trouble. The teacher should highlight this trouble by underlining it or by writing the troublesome letters in capitals or with coloured chalk on the blackboard.

(5) Use of Mnemonics: Mnemonics is the device which helps us to remember something. Pupils can remember difficult spellings by memorising short and interesting formulas or sentences that highlight the troublesome part of the word. Pupils can construct their own formulas or sentences to meet their individual needs.

(6) Rules: Though there are no simple rules there are a few which are fairly consistent and useful. Familiarity with these rules will help the pupils to avoid some common mistakes.

(7) Word-study: Analysis of words by breaking them down into their components will also be found useful.

(8) Spelling-Games: There are many language games that can improve pupil's spellings.

- (i) Cards containing words are shown to the class. The pupils are asked to write the words from memory.
- (ii) Teams are formed. They are asked to complete their blackboard work as quickly as possible. They do it one by one.
- (iii) Writing more words with the help of each letter of a word already written on the blackboard.
- (iv) Finding out the odd man.
- (v) Writing synonyms and antonyms.
- (vi) Creating word-families.

Q.27. What do you mean by Audio-Visual Aid? Write significance of Audio-Visual Aids. What are the uses of Audio-Visual Aids?

Ans. Audio-visual aid is an instructional aid, that can be heard as well as seen. The word 'audio' refers to hearing and 'visual' refers to seeing. All aids whether visual or audio, are effective in the classroom mainly through the two senses of hearing and sight. Audio-visual technology is related with instructional technology.

The audio-visual aids which can be used easily in our schools, are pictures, the black-board, flash cards, slides and slide projector, film strips, opaque projectors, flannel board, motion pictures as well as overhead projector.

Significance of Audi-Visual Aids: These aids accelerate teaching learning activity in a number of ways by which teaching becomes more effective and learning becomes easier and more lasting. These are various advantages of the use of audio-visual aids. These are:

1. They provide motivation and stimulation to the pupils by arousing their interest and curiosity.
2. They help to increase the understanding of the subject by bringing the learner indirect contact with objects. They also help the students to understand the different cultural background.
3. Audio-visual aids help the learners in remembering the things in a better way.
4. They facilitate teaching by creating situations for presentation and practice of language items.
5. Audio-visual aids are helpful in formation of language habits by constant practice and repetition.
6. They are useful in giving to the students real, correct and complete concept of the subject matter.
7. They save teacher's time, energy and their burden by over coming the limitations of the classroom.
8. Audio-visual aids concentrate the attention of the learners on the matter being taught to them.
9. They help in creating the natural and real environment for learning a language.

Uses of Audio-Visual Aids:

- (1) They can be used to make the meaning of a word or a structure clear and create meaningful situations, which cannot be created through lectures and talks.
- (2) Teaching aids can dispel the monotony of practice work by creating variety. They can introduce a play element and a lot of recreation in serious work and make lessons interesting.

- (3) Use of teaching aids to teach word-meaning is quite important. The meaning of some difficult words can be taught with the help of visual aids and sketches are of a great help in this respect.
- (4) Audio-visual aids like radio, tape-recorder and television are useful even for the teachers who can improve their own command of English.
- (5) To understand a foreign language properly, it is also important to know the culture of those people, pictures, filmstrips and television are of great use in this regard.

Q.28. What do you know about flannel board? How will you prepares the flannel board? Write its uses.

Ans. The flannel boards are also called felt board because of a board fitted with flannel of rough Khadi. A flannel board can also be prepared with a wooden frame. To prepare such boards we require the following material.

- (i) A piece of flannel cloth or rough khadi cloth of the size of 90 x 65 cm.
- (ii) A wooden frame with a stand standing at an angle of 90 degrees. The wooden frame should be of the size of 85 x 60 cm.

Various uses of the flannel board:

- (1) A flannel board can be used for showing words, pictures, figures, sentences, cut-outs, landscapes, etc.
- (2) Picture composition can easily be displayed on it.
- (3) Its use in teaching reading to the beginners is of great value. Stories can be built up bit by bit on it.
- (4) It is used for teaching words, sentences and structures.
- (5) It is very much handy in teaching oral composition.

Q.29. What do you know about Flash Cards? How will you prepare these cards.

Ans. Flash cards have pictures of objects and actions with the corresponding words written below them. For example, a card has a picture of a dog and the word 'dog' is printed below the picture. Another card has the picture of a girl opening a door and

below the picture is written. "A girl opening the door." In this way, there can be picture of several objects and actions.

Flash cards are also called 'look and say' cards. The size of 'look and say' cards depends on the length of the word. Its breadth is normally 10 cm.

How to make flash cards-

- (1) Cut a piece of drawing sheet of the breadth of 10 cm. Length of each card will depend on the length of each word or a sentence.
- (2) Write the word in the middle of the card leaving equal space on both sides of it. Sentence cards or picture-cards can also be made in the same manner.

Q.30. What are Sentence-Cards and Picture Cards? Explain.

Ans. Sentence Cards—Sentence cards are very effective visual aids in teaching English, especially to the beginners.

Uses of Sentence Cards-

- (1) Sentence cards are very useful in teaching first lessons in English to the beginners.
- (2) These cards are useful for expanding students eye span or increasing their speed of reading and understanding.
- (3) They may be used for constructing new sentences.

How to make Sentence Cards

- (i) A drawing sheet of the size 71 x 56 cm, a bamboo, a pen, black ink, a pencil and a scale.
- (ii) Cut a card from the drawing sheet of the size of 71 x 10 cm (28" x 4")
- (iii) Mark the card with a black lead-pencil so that its marks could be removed with a rubber later on. The letters of the sentence should be written within the 4 cm lines after leaving a margin of 4 x 4 cm on both the sides of the sentence. Normally the size of the letters is 4 x 4 cm.

Stick sand-paper pieces to the back of the sentence card so that it could be placed at the flannel board when required.

Picture Cards-Picture cards are of great use in teaching English. Pictures illustrating a lesson help a lot in developing oral work. It is easy to explain abstract words and test pupils' cards aim at developing short compositions and expanding student's vocabulary.

Picture cards could be of 9" x 9" x 4". Pictures can be drawn in the middle of the card with the proper margin on all sides. Sand-paper pieces could be stuck to it as required. They are useful during the first reading lessons when used with the sentence cards. Various things like group-work can be done with the help of picture-cards.

Q.31. What are the matching-cards and cut-outs?

Ans. Matching Cards: Matching cards are used for practicing reading by matching the objects along with its name. There are two types of matching cards. Self-correcting and nonself-correcting.

The self-correcting cards are drawn and cut along the line at the margin of an inch vertically and the pattern made horizontally. Different types of cuts are made so that particular strips fit in a particular card. Later on objects are drawn on the cards and their names written on it. Equal space on all sides is left.

Non self-correcting card is prepared in the same way as the self-correcting card except that the cuts are in the straight line only.

Nonself-correcting card is used for testing.

Cut-Outs: Small figures of people, birds, animals, etc are cut out of magazines and newspapers. These cut-outs can be excellent teaching aids in the class. If you paste them on the card boards, they become more useful and durable.

To make such cut-outs, pictures are first pasted on the cardboard and then carefully cut along the outlines of the figures in the pictures. These mounted figures look very imposing and can be used like puppets to produce interesting situations in the classroom. Such cut-outs can be used on a flannel board also.

We can also make cut-outs cards from the cards which contain full sentences. For example, the following sentence card can be cut into four parts and pupils can be asked to fit the right word at the right place to read a full sentence.

This is a woman.

Uses of Cut-Out Cards:

- (1) Pupils can learn or identify different names of objects.
- (2) They can learn how to frame sentences.
- (3) Picture cards and word cut-out cards can help in developing small stories or composition. It depends on how a teacher of English uses them. In fact, their uses are very much in teaching English to the beginners.

Q.32. What is clock-face ? Write the uses of clock-face.

Ans. A Clock-face: Pupil teachers can easily prepare a clock-face with a little direction from their teacher on a white drawing sheet a circle of 6" radius is drawn with a pencil. The Circle is cut out of the sheet. Then the circle is divided into twelve equal parts to show hours and each small part is further divided into five equal parts to show minutes. Then numbers from 1 to 12 are written on the twelve equally divided parts to indicate hours.

The hands of the clock, one long and the other short, are drawn by a pencil on the white sheet and cut out of it to be fixed on the clock. The size of the short and long hands may be of 4" (10 cm) and 5" (12.5 cm) respectively. These hands are pasted on a card-board sheet which is cut out in the shape of the hands and fixed on the clock. These hands are coloured black and fixed at the centre of the clock by a pin. The clock thus prepared can be fixed on the flannel board also if little pieces of sand paper are pasted at the back of the clock.

Uses of Clock-Face

1. For telling time.
2. For teaching structures and other language material.

Q.33. Write about the types of blackboard and what are the uses of blackboard?

Ans. The Blackboard is the traditional symbol of the classroom, and if properly used, the teacher can still get a lot out of this dependable aid.

A good Blackboard should have ample space the one running all along the wall in front of the class being the ideal.

There are various types of black-boards.

(1) Fixed black-board: It is made of wood or concrete cement and is fixed to the walls of the class-room facing the students.

(2) Black-board on an easel: When a blackboard is put on a wooden easel, it becomes portable and adjustable.

(3) Roll up black-board: It is made of thick PVC cloth wrapped on a roller. It is often used by pupil-teachers to exhibit their teaching aids or language material.

Uses of the Black-Board:

The black-board is one of the biggest and easiest teaching aid in a class-room. Good teachers always use it for various purposes such as:

1. To write words and sentence patterns.
2. To draw figures.
3. To help students to correct their spelling mistakes.
4. To develop and teach various kinds of composition.
5. For remedial measures.
6. For the use of substitution tables and drills.
7. To teach lexical and grammatical items.
8. For testing and evaluation.

LESSON PLAN

Date- 5-11-08

Subject-English

Period-I

Class-V

Topic-Article

Duration-30 min.

Objectives:

1. Knowledge-

- (i) The students will recall article 'a' and 'an'.
- (ii) The students will recognize the article 'a' and 'an'

2. Comprehension-

- (i) The students will understand the meanings of article 'a' and 'an'.
- (ii) The students will understand the use of article 'a' and 'an' in different situation.

3. Skill-

- (i) The students will develop the listening skill by listening English sentences related to 'a' and 'an'.

- (ii) The students will develop reading skill by reading sentences using article 'a' and 'an'.
- (iii) The students will develop speaking skill by answering the questions related to article 'a' and 'an'.
- (iv) The students will develop writing skills by writing some sentences using article 'a' and 'an'.

4. Application-

- (i) The students will apply the knowledge of article 'a' and 'an' in their day to day life situation.
- (ii) The students will frame sentences using article 'a' and 'an'.

5. Interest-

- (i) Students will develop interest towards English Grammar.

6. Attitude-Students will develop positive attitude towards English Grammar.

Material Aids:

- (i) Ordinary classroom equipments i.e. chalk, duster, roll-up board.
- (ii) Charts
- (iii) Objects

Previous Knowledge

Students have general knowledge of some parts of English Grammar.

Introduction: By using picture chart.

Teacher Activity	Students Activity
Q. Which season you are looking in the picture?	A. Rainy Season
Q. Why don't you like to go out in rainy season?	A. In rainy season people get wet.
Q. What can you use in rain not to get wet?	A. An umbrella, A raincoat.

Q. What are 'A' and 'An'?

A. Problematic

Statement of Aim:

Today we will study about article 'a' and 'an'.

Recapitulation- (By showing some objects teacher will ask questions)

Q. What is this?

A. This is a car.

Q. What is this?

A. This is an elephant.

Q. What is this?

A. This is a flower.

Evaluation-

Fill in the blanks with suitable articles.

1. This is.....egg.

2. This is.....chair.

3. This is.....elephant.

Tick the correct statement.

1. This is a apple. (T/F)

2. This is fan. (T/F)

3. This is a toy. (T/F)

4. This is an aeroplane. (T/F)

Home Assignment

LESSON PLAN FOR TEACHING POETRY

The Solitary Reaper

Behold her, single in the field
 You solitary highland lass !
 Reaping and singing by herself;
 Stop here, or gently pass !
 Alone she cuts, and binds the grain,
 And sings a melancholy shrain
 O listen ! for the vale profound
 Is overflowing with the sound.

LESSON PLAN

Date- 17 Dec. 08

Subject : English (Poetry)

Period : 2nd

Class : IX Topic : The Solitary Reaper Time : 35 min.

General Aims :

1. To enable students to appreciate the beauty rhyme and style of the poem.
2. To enable pupils to read aloud the poem with proper rhythm and intonation.
3. To enable students to enjoy recitation, individual or choruses of the poem.
4. To make students understand the thought and imagination contained in the poem.
5. To train the emotions of students.
6. To create a love for English Lecture in them.
7. To develop their aesthetic sense.
8. To kindle their imagination.

Specific :

1. To give them general information about reaper who is working alone.
2. To enable them to understand the sadness of a girl who is all alone in the world.

Material Aids :

A pictorial chart showing the solitary reaper and ordinary class-room equipments.

Previous Knowledge :

The student know the meaning of simple words and reaper.

Introduction :

1. What is this ?
(A lonely girl working in the field)
2. Have you ever seen field in reality ?
(Different Answers)
3. Have you seen woman working in field ?
(Different Answers)
4. Can you tell me whether the girl is singing happy or sad song ?
(Problematic)

Statement of Aim :

Today, we shall study a poem about solitary reaper.

Presentation :

The poem will be taught in one unit.

Meaning of Difficult Words :

The teacher will tell the students the meaning of the following words :

Word	Meaning
Behold	Look
Single	Alone
You	Over there
Highland Loss	A girl who lives in the highlands of Scotland
Reaping	Cutting down and gathering a crop such as corn or rich
Melancholy strain	Sad song
Vale profound	Deep valley

Teaching Point	Objectives	Teaching Learning Activities	Learners Activities
First Model Reading	Knowledge comprehension skill	The teacher will read the whole poem with proper modulation of voice, with proper attention to rhyme	Students will listen with their books closed

		and rhythm	
Second Model Reading	Knowledge comprehension skill	The teacher will read the poem a second time	The student will follow in their books
Loud	Knowledge comprehension skill	Now the teacher will ask and few students to read the poem, one by one aloud	Students will recite the poem one by one
Comprehension Questions	Knowledge comprehension skill	Teacher will help them in reciting the poem Teacher will ask following questions to students related to poems :	
		1. Who was working alone in the field ?	Ans. Highland girl was working alone in the field
		2. What was she doing while reaping ?	Ans. She was singing while reaping.
		3. What kind of song she was singing ?	Ans. She was singing melancholy sing.
Critical Appreciation Question	Knowledge comprehension skill application	Do you find any figure of speech in the poem ?	Ans. Alitercition
		Can you give the summary of stange	Ans. A highland girl is singing alone in
Teaching Point	Objectives	Teaching Learning Activities	Learners Activities
			the field. She is singing sad song which is echoing in the whole valley

Choral Recitation	Three skill	First the teacher will recite one line	Students will follow in chorus
Third	Knowledge skill	Teacher will read the whole poem with proper stress, expression & proper attention to rhyme and rhythm. With special care to pronunciation to let poetic atmosphere prevail in the class	Students will be able to catch the poetic beauty
Similar	Knowledge skill	The teacher will recite a similar poem on the black board	The student will recite in their note book

Assignment :

Student will be asked to memorise the poem.

The School Clock

There is a neat little clock,
In the school room it stands,
And it points to the time,
With its two little hands.

And may we, like the clock
Keep a face clean and bright
With hands ready
To do what is right

Blackboard Summary**Recapitulation**

- Q.1. What is the title of the poem ?
Q.2. Who was alone in the field ?
Q.3.3 What kind of song the girl was singing ?

Objectives :**1. Knowledge :**

- (i) The students will pronounce the difficult words occurred in the poem e.g. solitary, melancholy.
- (ii) The students will recall and recognize the difficult words mentioned alone.

2. Comprehension :

- (i) The student will understand the difference in the pronunciation of similar words.
- (ii) The student will understand the meaning of the given poem.

3. Skill :

- (i) The students will develop the listening skill by listening the poem.
- (ii) The student will develop the speaking skill by reciting the poem.
- (iii) The student will develop the speaking skill by writing the girl of the poem.

4. Interest :

- (i) The student will take interest in reciting the poem.
- (ii) The student will develop interest towards poetry.
- (iii) Attitude the students will develop a posture allitude forwards poetry.

5. Application :

The student will apply the knowledge of the poem by reciting it in their day to day life situation.

6. Appreciation :

- (i) The students will appreciate the idea of the poem.
- (ii) The student will enjoy rhyme and rhythm of language.