



Developed by
SCERT, Bihar

F9

Two Year Pre-Service Diploma in Education

PROFICIENCY IN ENGLISH



State Council of Educational Research & Training (SCERT)
Mahendru, Patna - 800006



बिहार सरकार

Developed by SCERT, Bihar

Diploma in Elementary Education

Proficiency in English

F-9



**State Council of Educational Research & Training (SCERT),
Mahendru, Patna (Bihar) - 800006**

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Preface

Proficiency in English has become the need of the hour in the Age of Globalization. This entails the teachers of English at the elementary level must be proficient in the language so that they would be able to create a learning rich environment in the classroom. They have to encourage and enable the learners to master the four basic skills, i.e., listening, speaking, reading and writing.

So, the purpose of this course is to enable the prospective teachers to improve their proficiency in English and equip them with the pedagogical insights essentially needed to transact the content effectively in the classroom. Since the lack of competency in English often undermines the performance of a teacher in the classroom, he/she needs to be proficient in the language. A teacher could be at home to use different communicative strategies to meet his/her goal, if he/she finds himself/herself capable in using the language.

Since the teaching of English in Bihar begins from class I itself, it is deemed necessary to lay emphasis on the strategies of teaching required for ESL (English as Second Language) learners. Hence, unlike the earlier D.El.Ed. course where pedagogy of English was introduced as a paper only in the second year (SCERT, June 2008; November, 2011), the syllabus for D.El.Ed. introduces it in both years of the course.

Keeping in view the need to strengthen the content pertaining to the teaching of English, the importance of the textbook as a learning resource cannot be ignored or overlooked. Significantly, to cater to this objective, the textbooks for the Government school students of Bihar have been developed with the principle of constructivism where learners should be constructing knowledge for themselves. However, constructing new knowledge remains a big challenge if the teachers find it difficult to facilitate the learning resources in the class. The present learning material is an attempt to address these challenges.

Needless to say, the present learning material takes into consideration the paradigm shift in teaching learning- the shift that has taken place after National Curriculum Framework (NCF) 2005, Right to Education Act 2009 and NCFTE 2009. Thus the objective of our course is also to enable the prospective teachers to participate meaningfully and transact the syllabi and textbooks effectively along with the teaching learning materials.

I am thankful to the subject experts, teachers and SCERT faculty members who made painstaking efforts to develop this material with utmost care in the stipulated time frame.

We, at SCERT, are well aware that no material, howsoever carefully designed and executed, is perfect. There is always room for improvement. We, therefore, invite feedback and suggestions from the users, teachers and subject experts for the further improvement of the material.

Director
SCERT, Bihar

Learning Material Development Group

Subject Code: F-9

Proficiency in English

Vision	Shri Dipak Kumar Singh , I.A.S, Additional Chief Secretary, Department of Education, Govt. of Bihar Patna. Shri Sajjan R. I.A.S, Director, SCERT, Bihar, Patna Dr. S.P Sinha , Advisor, Department of Education, Govt. of Bihar Patna.
Coordinator	Dr. Emteyaz Alam , Principal, CTE Turki, Muzaffarpur.
Unit Writing	Dr. Subodh Jha , Head, Dept. of English, S. N. Sinha College, Jehanabad (Magadh University)
	Shri Shashi Bhushan Pandey , Headmaster, Govt. Middle School Saidpur, Ben, Nalanda
	Arshad Reza , Asstt. Teacher, Govt. Primary school, Pachasa, Rahui, Nalanda
	Dr. Arti Kumari , +2 Teacher, Rajkiya Uchh Madhyamik Vidyalaya, Brahmpura, Muzaffarpur
	Seema Kumari , +2 Teacher, Bankipore Govt Girls' Senior Secondary School, Patna
Reviewer	Dr. Rizwana Praween , Lecturer, SCERT, Patna
	Smt. Priyanka , Lecturer, B.N.R Training College, Patna
	Smt. Kumari Shilpi Singh , Lecturer, SCERT, Patna

Introduction

The present teaching learning material has been developed in the light of the new curriculum developed by SCERT for the D.El.Ed. course in regular mode. While developing the material, care has been taken to make the topics self-explanatory and easy to grasp so that the aspiring teachers get equipped to face the challenges of teaching effectively in elementary classes. It is to ensure their relevance and utility for the aspiring teachers that the present learning material has been made activity based. In addition to this, attempts have been made to use examples and illustrations from the textbooks prescribed for the learners at this stage.

In the Age of Globalization, proficiency in this language has become the need of the hour. However, it is very difficult to learn a language unless one has proper exposure to it. Hence, the purpose of this course is to enable the prospective teachers to improve their proficiency in English and equip them with the pedagogical insights essentially needed to transact the content effectively in the classroom.

Proficiency in English has four units for the 1st year Unit 1 entitled ‘Need and Importance of English Language’, as the very title indicates, not only discusses the need and importance of English language in the Age of Globalization but also traces out the status of English in India and Bihar. The role and function of English with the help of mother tongue has also been emphasized in this unit and the prospective teachers have been suggested to take the mother tongue as strength and also be well-versed in the pedagogy of English both as a subject and as a medium of instruction.

Language learning is basically mastering the four skills which are listening, speaking, reading and writing. Unless we listen to a language adequately and speak accordingly there is very little chance that we will become effective in oral communication. Unit 2 entitled ‘Developing Oral Skills: Listening and Speaking’ seeks to make the prospective teachers familiar with these two basic skills. Listening and speaking in this unit have been grouped together, as it is very difficult to delink these two activities. Special emphasis has been laid in this unit on organizing various listening activities such as public announcements, simple instructions, telephonic conversation, classroom discussion, radio/T.V. news, sports commentary, etc. Along with the listening activities, care has been taken to create opportunities for using spoken English within the classroom and encourage classroom interaction.

Unit 3 ‘Developing Reading and Writing Skills’ seeks to promote reading with ability and understanding. In this unit we are exposed not only to the mechanism of writing but also to writing as a process and product.

Unit 4 ‘Vocabulary Enrichment and Grammar in Context’ deals with two very important components of language development as well as enrichment.

ICT inputs and video links have also been provided to equip the aspiring teachers with modern technology and prepare them to face present time challenges.

**Learning Material Development Committee for D.El.Ed.
SCERT, Patna, Bihar**

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Unit-1

Need & Importance of English Language

Need & Importance of English Language

Today, English occupies an enviable position as Official language in all world forums. Even in India, we are greatly dependent on English for official, social and commercial purposes. The globalization of the modern world has further strengthened the requirement of learning and using English for everyday activities.

In everyday life we use different languages to talk or to present our views or ideas in different situations. If we stop for a moment to reflect how many languages we know or use, we shall be surprised to know the number of languages we use in everyday affairs. We shall also realise that despite using different languages in different situations it is our mother tongue that we feel more comfortable with.

However, when it comes to effectiveness, we may say that in most cases it is English. When we use our mother tongue or speak in a local language, people may not pay much attention to us, but if we speak in English those very people listen to us with attention. One of the reasons for this strange behaviour is that English is the language of the elite or the educated class in India. Not only this, it has wider acceptability across the world. In other words, it is recognised as a global language. More than 50% of the world media - newspapers, periodicals, journals, radio news or television news - uses it as the medium of communication. For this reason it occupies an important position in education in India and is introduced as a compulsory subject from class 1 in most states of India including Bihar. This explains why we are expected to prepare ourselves to teach English effectively.

Read the following conversation to understand the importance and status of English in today's world:

Pragya: Ankita, could you tell me why there is such a craze about learning English these days?

Ankita: Pragya, I think that a very important reason for this craze is perhaps that it connects people speaking different



languages across India and the world. Another reason could be that it very often helps us to get a job.

Pragya: Very right. These perhaps are some of the reasons why demand for English gets greater and greater. There could be many more.

Ankita: Ya, with the coming of multinational companies to India, more and more educated youth who are good at English are getting lucrative jobs there. In fact, you may have noticed that many talented young people, who are not so good in English, are deprived of these high positions. That's one of the reasons why several coaching institutes have mushroomed over the years and they all claim to develop competency in English, especially in the oral skills.

Pragya: Yes. You're right.

Ankita: Not only this, there's a growing feeling among the youth of today that English will provide them with not only a window to the world, but also access to all kinds of knowledge. You may perhaps know that the latest books on any subject are mostly available in English.

Pragya: I beg to differ here. Now-a-days we have good books in Hindi as well.

Ankita: You're right. But a large number of books from other languages have been translated into English. In addition to this, a large number of publications of standard books are available only in English.

Pragya: Perhaps this is because of the fact that English has emerged both as one of the languages of power and major academic activities around the world.

On the basis of the conversation given above we can safely conclude that in the Age of Globalisation:

- Knowledge of English is important for pursuing higher studies.
- Adequate proficiency and competency in English is required for getting a lucrative job, especially in multinational companies.
- As the importance of International trade has increased rapidly, governments and companies are concerned about employees' English skills. Therefore, having English skills has become a standard which dictates promotions and salaries.
- Skills in English are considered important for entering in better schools and universities. Many elite schools and prestigious universities require students to have good English skills. For example, some universities give additional marks to people who have high grades on global English proficiency tests such as TOEFL, IELTS, etc.

English as a Global Language

English is a global language, as it is the most widely used language. It has become the language that is spoken by millions of people all over the world: as the mother tongue, as the language used for International communication and as the language learnt in the millions of schools. More than 350 million people around the world are speaking English as a first language and more than 430 million are speaking it as a second language. English is spoken in most parts of the world like Great Britain, the USA, Canada, Australia, New Zealand and in many more Countries. Even in African states, English serves as the medium of communication. In India also, English is considered as the second language and is used as a chief link language.

In the Age of Globalisation when the boundaries between Nations have gradually begun to disappear and the world is becoming like one big city, English is a great binding force. We may say that with the development of technology in various fields such as telecommunication (cell phones, internet) and transportation, English has emerged as a powerful tool of knowledge, communication, and business transaction and is the language of power. Since the twentieth century the United States' role as the global economic and cultural power has helped to maintain the global influence of the English language. English is the language of global power.

The conversation between Pragya and Ankita given above very emphatically underlines the importance and global status of English.

It is important to note that the language that we use today has evolved from a dialect known as the East Midland Dialect in the Anglo-Saxon times (AD 449). The term "New Englishes" which is used for the contemporary phase of English is enough to indicate how the language manifests itself and moulds to serve the basic purpose of human communication. The story of the growth and development of English language is like a flowing river, meandering across continents, absorbing the native soil and entering the hearts of the people. No surprise, therefore, if the people all over the world have accorded the status of an International Language to English. It has met the needs of man for the past 1500 years and it has the capacity to cater to our physical, mental, emotional and creative requirements and serve the function of the new cyber age.



English Around Us

English is no longer a foreign language; it has become an integral part of our life. We use English words, in our day to day affairs, quite unconsciously. Words such as station, bus stand, office, clerk, ticket, market, bag, paper are used very naturally and effortlessly even by the illiterates. This is because we listen to English words everywhere. Not only this the posters, hoardings, even advertisements, radio and TV also use English extensively and thus English words become part of daily discourses.



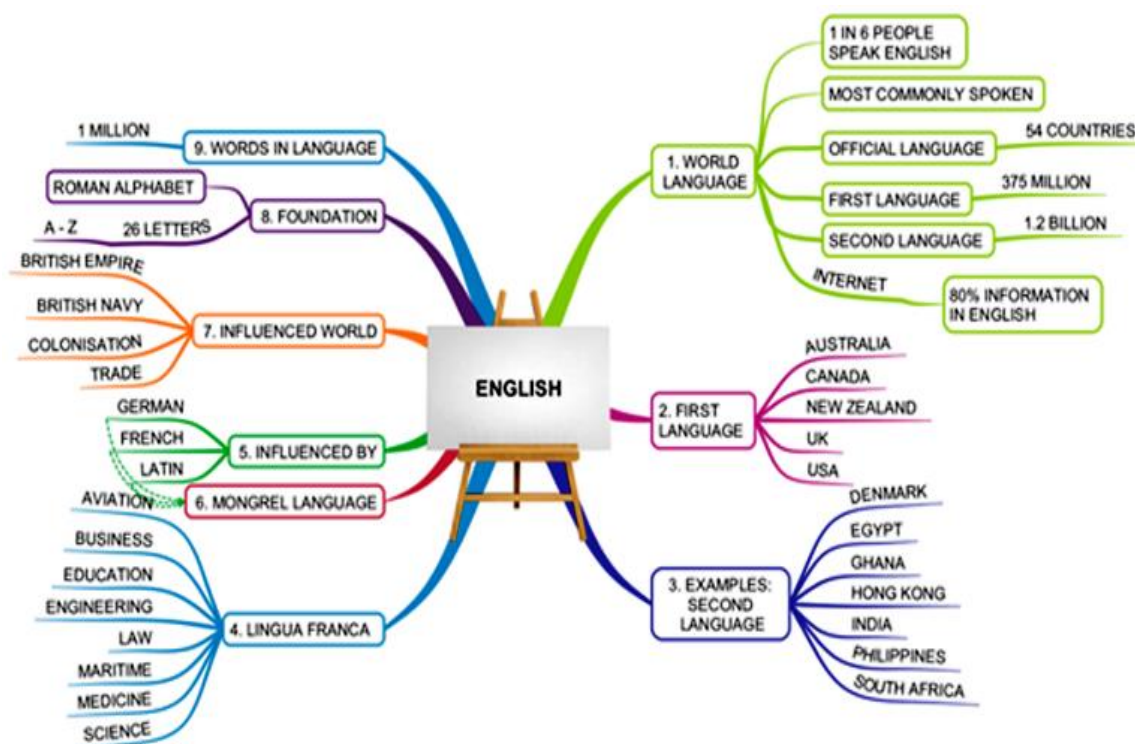
Activity Time

List English words which you come across daily in different situations. Also try to place these words under different columns suggesting possible sources:

TV	Radio	Newspaper	Wrapper	Poster	Hoardings

The activity gives us the idea of the extensive use of English around us. The global use of English has no doubt added to its popularity. Even in our own state, Bihar, it has been introduced as a compulsory subject from class I. However, how effective this introduction of English from class 1 that can be checked through the activity given below. Your response to the following questions will help you understand the status of English in Bihar:

- At what age did you start learning English?
- In which class did you learn English?
- Did you like your English classes?
- If yes, what did you like about your English class?
- If no, what did you not like about your English class?
- Did you ever feel scared learning English?
- Did you ever use English outside the class?
- If yes, what was the response of the people?



Tick (✓) the places where you use English nowadays

	Yes (✓)	No (X)
Places	-	-
Classroom		
School premises		
Family		
Community		
Public offices		
Local market		
Any city that you visit		

An analysis of the honest responses to the questions given above gives a true picture of the status of English in Bihar. However, irrespective of the status of English in Bihar we need to develop proficiency in English to compete in the global world. There is no denying the fact that on many occasions our children



fail to be selected only because they have poor communication skills in English. So, if we want to improve the situation, we need to work hard to improve the English of our children.

Constitutional Provision: English as an associate official language

The Constitution of India mentions that “The official language of the Union shall be Hindi in Devanagari script” (Article 343). But it also mentions that English shall be used for all official purposes for a period of 15 years. It was planned initially that English would gradually be phased out as the language of administration and would be replaced by Hindi. However, some of the states were not in favour of Hindi and the language conflicts that ensued led to the Official Language Amendment Act of 1967. This Act states that “Notwithstanding the expiration of the period of fifteen years from the commencement of the Constitution, the English language may, as from the appointed day, continue to be used, in addition to Hindi for all the purposes of the Union for which it was being used immediately before that day, and for the transaction of business in Parliament.” The continued use of English was hence reaffirmed by this constitutional provision. Hereafter various language equations have emerged in the complex multilingual, multicultural set-up of India and English is an integral part of a majority of them.

In the post-independence period a series of commissions were set up by the Government for meeting the above objectives and a number of recommendations were put forth. The University Education Commission of 1948 and the Secondary Education Commission or the Mudaliar Commission of 1952 emphasized the study of three languages from grade five onwards and at the secondary and university levels.

English has been there in India for more than a century. But even now, not more than one percent of the total population of India uses it as a second language (National Knowledge Commission). The Official Language Commission (1957) under the Chairmanship of B. G. Kher recommended seven years of English teaching in school. The report of the Education Commission (1964-66) recommended teaching of English after the primary level. The Conference on Teaching of English (1963) in primary schools suggested changes in the thinking about the proper age and level for teaching of English in schools.

English is, now, used for all official purposes of the Indian Union and is second only to Hindi. In addition, it is *the* official language for inter-state communication or for official communication within the states. Along with other regional languages and Hindi in most cases, English is the auxiliary official language of other states and the sole official language for specific state government and legislative purposes and those related to intra-state law and administration.

Role of Mother Tongue in Learning a Second/Foreign Language

Has it ever crossed your mind how a child acquires his/ her mother tongue? You will agree that a child acquires his/her mother tongue at a very early age simply by listening to the persons around his/her. By the age of three or four she has the basic structures of the language and becomes capable of producing an infinite number of sentences that she may not have heard before. Isn't a marvel? How does it happen? Can our understanding of this process help us in deciding strategies for teaching a second language? Can we exploit his/her prior knowledge of the mother tongue(s) in learning a second language? As a teacher, we very often do not give importance to this knowledge as a tool in developing the learners' competence in the second language. Very rarely we realise that



the child's experience in his/her mother tongue (s) may prove to be a blessing and can be exploited judiciously by the teacher to help the learner feel confident and comfortable in learning the second language. If the child's experiences are ignored or

discredited, she will feel cut off from what she already knows and may feel frustrated and lose motivation to learn the new language.

It is important to note that the mother tongue and the second language can coexist.

People use both the languages differently in different domains and with different people. It is not necessary to put a complete ban on the use of the mother tongue in acquiring English or any other second language. In the initial stages one could use it more but as one gains control of the second language one could reduce the use of the mother tongue and use the second language more fluently and accurately.

Proficiency Vs Achievement

(Proficiency is the ability to do something very well. In other words, it is the advancement in knowledge or skill.) In language teaching we can say that proficiency is the ability to use language effectively in a real-life situation. Its four aspects are listening, speaking, reading and writing. Proficiency includes ability to listen to any conversation, talk, lecture, news, story, poem, etc. with understanding and communicate effectively in any context or situation. It is also the ability to decode the words, phrases and sentences to comprehend and to arrive at the main idea of the text. Thus, proficiency is the ability of students to



apply their knowledge to real life situations after learning. Here it is important to clarify that proficiency is little bit distinct from fluency. Fluency in language refers to the ability to convey the message uninterrupted but when it comes to second language learning a few major aspects of fluency lay in the prosody of language. Children may be fluent in a language but not highly proficient as they lack a certain level of vocabulary that comes with understanding the depth of the language. Its various aspects are:

- appropriateness
- pronunciation
- modulation of sound
- fluency
- body language
- contextual expression, etc.

Achievement, on the other hand, is defined as how well students have learnt or what they are expected to know. It is related to the growth and development of students in school, where teaching and learning go hand in hand. This is an important tool in evaluation programme of an educational institution in the form of unit tests and final exams. Its aim is to find out how much has been learnt. To understand the point more clearly let's take an example:

Sunita is very foody. She has taken Home Science as her subject. She watches food programmes on YouTube, reads and collects pictures of recipes from the magazines. She also explains the process of cooking and the ingredients to her friends very well but she never cooks or practises cooking at home. In the pen and paper test she answers all the questions related to cooking very well which represent her achievement but since she never cooks she is not skilled in it and hence she is not proficient in it.

Thus, proficiency is the practical application of what is learnt. There is always a chance of improvement in it whereas achievement reflects the theoretical side of it. It measures the knowledge of specific information that is what a person knows while proficiency measures what an individual can do with what he or she knows.

In the context of language learning, it is the ability to use English in a limited and controlled situations such as in a classroom and achievement is the ability to repeat language elements that have been taught and mastered at some level. Each has a role in language learning but only proficiency is what people use to communicate in the real world. In the example given above we can see that Sunita knows about how to cook very well but since she is not practising it in her real-life situation she is not doing it well and thus she is not proficient.



Summing up/ Summary

- In the Age of Globalisation, English has gained much more importance.
- English is useful also for higher studies, computers and in almost all spheres of life.
- English is called a global language because of its international importance.
- English is all around us. Each one of us uses English words consciously or unconsciously.
- However, using proper English sentences is not so common.
- India is a multilingual country and English occupies a very important status in our lives.
- Constitutionally, English in India is “Associate official language”; however, it also serves as a link language: it unifies different speech communities within the country.
- Proficiency is the ability to use language effectively in a real- life situation. It includes - appropriateness, pronunciation, modulation of sound, fluency, body language, contextual expression, etc.
- Achievement is defined as how well students have learnt what they are expected to. It is the ability to repeat language elements that have been taught and mastered at some level.



Assessment

A. Answer the following questions in about 200 words:

1. “English language has occupied an important place in the age of globalization.” Elucidate.
2. In our day to day life we see, listen and use plenty of English words, chunks, phrases or sentences. Discuss with examples.
3. What is proficiency? How does it differ from fluency?
4. Differentiate achievement and proficiency with suitable examples.
5. How can you say that English is a global language? Explain with suitable examples.
6. What are the constitutional provisions regarding the use of English as an associate official language?

B. Answer the following questions in about 100 words:

1. Can we converse without using a single word of English language? Give reasons.

Tense
LISTENING



Grammar

NOUN

Writing

Tense



Language

Words

Verb

Speaking

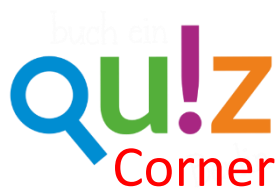


Skills

Reading



2. Write a brief note on English as a global language.
3. Write a brief note on the constitutional provisions regarding the use of English as an associate official language.
4. “Proficiency is the ability to use language effectively in real life situation”. Explain briefly.



Click the following links to try out some basic quizzes on English Language:

1. <https://www.thoughtco.com/quirky-quiz-on-the-english-language-1692393>
2. <http://www.world-english.org/ELquiz.htm>



Unit

2

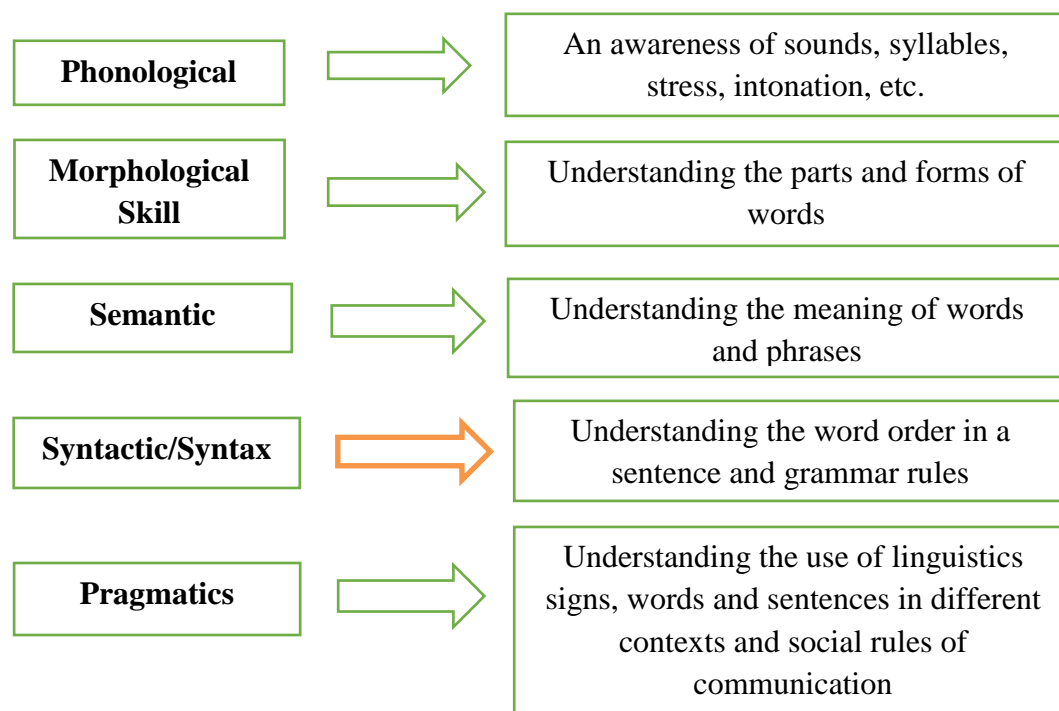
Developing Oral Skills (Listening and Speaking)

Oral communication is the distinctive trait of mankind. We all communicate at least in our mother tongue which we acquire by listening to in our surroundings. We learn to communicate in other language in formal situation. As a child we listen to the language spoken in our family and surroundings and gradually speak out. The more we listen to, the more fluent we become in speech. A child speaks imitating the tone, pronunciation and stress that he/she listens around him/her. This is a clear indication that for speaking well it is necessary to be involved in listening activities. In other words, we can say that the more attentively we listen to the more effectively and proficiently we speak. In language teaching, listening and speaking are looked upon as the basic skills.

Importance of Listening and Speaking in Acquiring Proficiency in English

Listening skill lays the foundation for the development of other three skills – speaking, reading and writing. There is a very high correlation between oral language development and reading comprehension. As the oral language abilities increase, learners become more familiar with the components of language learning i.e., phonological, morphological, semantic, syntactic and pragmatics:





It should be obvious from the diagrammatic presentation of the chief components of language that all the language skills are interlinked. However, oral language skills - listening and speaking - play a pivotal role in building the foundation of language development and thereby communicative competence.

It is important to note that communicative competence includes complex **cognitive processes** such as understanding and interpreting messages, **affective processes** such as being motivated to pay attention and **behavioural processes** such as responding with both verbal and non-verbal feedback. In other words, for effective listening:

- the listener has to take into consideration what she/he is thinking about communication being received
- what she/he is feeling about the communication and also of the context of the conversation, and
- what she/he will do in this process and as a result of the communication.

Communicative competence

Cognitive Process	Affective Process	Behavioural Process
<ul style="list-style-type: none"> • Probing/Questioning for clarification • Paraphrasing • Summarising 	<ul style="list-style-type: none"> • Focussing of attention • Acceptance • Empathy 	<ul style="list-style-type: none"> • Non-verbal behaviour: eye contact, nodding, posture, body language • Advice/Suggestion alternative to the topic or conclusions at hand.

Listening is an activity that demands attention and help in getting meaning from something we hear from a speaker. It involves understanding the speaker's accent and pronunciation, grammar and vocabulary and finding meanings. For effective communication listening skill is essential. So, it is important for a learner to develop this skill properly.

As a listener, we pay attention to grasp the meaning of what the speaker wants to communicate. Similarly, it is equally important for us to speak in a proper way so that the listener could understand what we actually want to convey.

A beginner of the target language is given much exposure in listening so that s/he can internalize the syntactic patterns, rhythm, intonation, etc. This, in the long run, helps in producing meaningful sounds, conveying information and formulating appropriate responses. Both the skills, listening and speaking, are interlinked. There is an urgent need for learners to take opportunity to listen attentively to the teacher or the audio-video tape.

The following activities will help in developing listening and speaking skills:

- Listening to rhymes/poems/songs and reciting them
- Listening to stories and retelling them
- Following simple instructions and commanding others
- Simulation of telephonic conversation
- Listening to radio, T.V. news
- Listening to sports commentary
- Group discussions
- Taking interviews
- Debates
- Speech
- Anchoring
- Drama/role play/dialogue delivery
- Describing picture/picture story
- Riddles

Such activities are important, as they provide the learners with more and more opportunities to listen to English and interact in it.



Needless to say that Oral language skill (listening and speaking) is the foundation for language development. Learners who develop strong oral skills during early childhood create an important foundation for their later achievements in reading comprehension and writing as well.

Identification and Production of Distinctive Sounds in English

The English alphabet has 26 letters comprising 21 **consonants** and 05 **vowels**. These letters represent different distinctive sounds which we use in speech. There are 44 sounds or **phonemes** in English – 24 consonant sounds and 20 vowel sounds. The sounds of spoken language are known as **phonemes**. For example, the word **/water/** has four phonemes: w/a/t/er whereas the word **/tough/** has two phonemes: t/ough.

In order to study the sounds of English, the linguists devised an alphabet which contains symbols to capture all possible sounds in English, called the **International Phonetic Alphabet (IPA)** which is given below in tables 1 and 2.

Table 1

Consonant Sounds

Consonant grapheme	IPA Phoneme	Representative words	Consonant grapheme	IPA Phoneme	Representative words
/b/	B	Baby	/r/	R	rabbit, wrong
/d/	D	Dog	/s/	S	sun, mouse, city, science
/f/	F	field, photo	/t/	T	tap
/g/	G	Game	/v/	V	van
/h/	H	Hat	/w/	W	was
/j/	ɟ	judge, giant, barge	/y/	J	yes
/k/	K	cook, quick, mix, Kid	/z/	Z	zebra, please, is
/l/	L	Lamb	/θ/	Ð	then
/m/	M	monkey, comb	/θ/	Θ	thin
/n/	N	nut, knife, gnat	/ch/	ʧ	chip, watch
/ŋg/	ŋ	ring, sink	/sh/	ʃ	ship, mission, chef

/p/	P	Paper	zh/	3	treasure
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Table 2

Vowel Sounds

vowel grapheme	IPA Phoneme	representative words	vowel grapheme	IPA Phoneme	representative words
/a/	æ	Cat	/oo/	ʊ	look, would, put
/e/	e	peg, bread	/ar/	ɑ:	cart, fast (<i>regional</i>)
/i/	ɪ	pig, give	/ur/	ɜ:	burn, first, term, heard, work
/o/	ɒ	log, want	/au/	ɔ:	torn, door, warn, haul, law, call
/u/	ʌ	plug, love	/er/	ə	wooden, circus, sister
/ae/	eɪ	pain, day, gate, station	/ow/	aʊ	down, shout
/ee/	i:	sweet, heat, thief, these	/oi/	ɔɪ	coin, boy
/ie/	aɪ	tried, light, my, shine, mind	/air/	eə	stairs, bear, hare
/oe/	oʊ	road, blow, bone, cold	/ear/	ɪə	fear, beer, here
/ue/	u:	moon, blue, grew, tune	/ure/	ʊə	pure, cure

A **consonant sound** may be defined as a sound in which the movement of air from the lungs is obstructed or temporarily blocked whereas the **vowel sound** is a continuous sound produced without obstruction or restriction in the air flow through any part of the mouth. Most words we speak have at least one vowel sound.

Vowel sounds are of two kinds:



Monophthongs (12): When a sound consists of a single vowel sound, it is called Monophthong or pure vowel as in cat, hot, hit, put, sit, seat, sat, short, full, fool, shirt, cut, etc.

Video Link :- <https://youtu.be/aPzBknzZnik>.

Diphthongs (8): Diphthong is a combination of two vowel sounds together as in chair, light, tear, share, sky, how, etc.

Video Link :- <https://youtu.be/AAVGOpzqm8M>.

Arrangement of sounds in a word: A word consists of **vowel (V)** and **consonant (C)**. The arrangement can follow different patterns:

V: a, I

CV: we, be

VC: an, at, in, is

CVC: cat, dog, rat

CVCC: cost, next, limb

CCVCC: class, grass, gloss and so on.

- **Syllable** - In English, words are made of syllables. A syllable is a unit of pronunciation which has one vowel sound, with or without surrounding consonants, forming the whole or a part of a word. Sometimes syllables are referred to as the 'beats' of spoken language. The number of times we hear a vowel in a word is equal to the number of syllables a word has. In other words, the number of vowel sounds decides the number of syllables in a word.

A word might have one, two or more syllables. The words with one syllable are called 'monosyllabic' words whereas words having more than one syllable are known as 'poly-syllabic' words. For example:

Words having one syllable -

dog, arm, such, go

Words having two syllables –

under (un-der),

Super (su-per),

lesson (le-sson),

teaching (tea-ching),

homework (home-work)

Words having three syllables –

potato	(po-ta-to) ,
exercise	(ex-er-cise),
instruction	(ins-truc-tion),
programming	(pro-gram-ming)

Words having four syllables –

education	(ed-u-ca-tion),
development	(de-ve-lop-ment),
preparation	(pre-pa-ra-tion)

Words having five syllables –

Habitation	(ha-bit-u-a-tion),
Unfamiliar	(un-fa-mi-li-ar),

**Activity Time**

- i. Make small groups of five participants.
- ii. Choose 50 words from the textbook in each group.
- iii. Break the words into syllables and write them on a chart paper.
- iv. Display the chart paper in the classroom.
- v. Each participant of the group will read aloud 10 words on the basis of syllable.

- **Stress** – Stress is an extra force which a speaker puts on a word or a syllable in the word. Let us pronounce the following words aloud – finger, wisdom, report, dictionary, worship, answer; and think which part or syllable of each word is emphasized more. We shall notice that emphasis is laid on the first part or syllable of **finger**, **dictionary** and **answer** whereas the second part or syllable of **wisdom**, **report** and **worship** is emphasized. This emphasis on the syllable is called **stress**. If we make a sound with more energy, the sound comes out with force. Similarly, when we make a sound with less energy, the sound comes with less force. Now it can be said that stress is the degree of force with which a sound or a syllable or a word is produced.
- **Intonation** - We talk to different persons in different situations. Do we use the same pitch/tone while speaking? Obviously not. The pitch varies in different situations and contexts. This variation of pitch, used when speaking, is called intonation. It indicates the attitudes and emotions of the speakers. It also



signals the difference between statement and question, and between different types of questions. Intonation focuses attention on important elements of spoken message and helps to regulate conversational interaction.

The pitch, while speaking, sometimes falls and at times rises and so we have falling or rising intonation. When we make a request, we are polite and there is change in intonation from low to high. This is rising intonation. For example:

May I come in, **Sir**?

When does the meeting **start**?

Would you like a cup of **tea**?

In the above sentences the pitch of the voice rises up when we utter ‘Sir?’, ‘start?’ and ‘tea?’

A falling intonation or downward intonation pattern simply means that the pitch of the voice drops down. If we make a statement or exclamation –

That’s *wonderful* !

Put that *down*.

Go over *there*.

Stand against the *wall*.

Put that over *there*.

All of these have falling intonation. Statements, commands and exclamations are the instances in which we use falling intonation.

- **Rhythm** – Rhythm is a strong, regular repeated pattern of sound. It is the pattern of stressed and unstressed beats and commonly found in poetry, though it is also present in some works of drama and prose. The rhythm of poem is analysed through the number of lines in a verse, the number of syllables in a line and arrangement of syllables based on whether they are long or short, accented or unaccented. It is also closely associated with metre, which identifies units of stressed and unstressed syllables. When the writer combines metrical units into a pattern, s/he creates rhythm. Rhythm is based on rhyming patterns or rhyming schemes.

We can see the following rhyme having the rhyming scheme **aabb**:

Twinkle, twinkle, little star, a

How I wonder what you are. a

Up above the world so high, b
Like a diamond in the sky. b

Here, the first line ends in the word ‘**star**’ which rhymes with the final word of the second line ‘**are**’. Similarly in the third and fourth line, ‘**high**’ rhymes with ‘**sky**’.

This stanza has the rhyming scheme **abab**

And, sometimes on a summer’s day a
To self and every mortal ill b
We give the slip, we steal away a
To walk beside the sedgy rill: b

In the above stanza the last words of the first and third lines ‘**day**’ and ‘**away**’ are rhyming; the last word of the second line ‘**ill**’ rhymes with the last word of the fourth line ‘**rill**’.



Activity Time

- Take any five rhymes/ poems from the text book and recite them aloud.
- Ask other participants to find out the rhyming scheme.

Recognising Words in Various Contexts

For effective communication, stock of words and its use in proper context is necessary. But even more necessary is to understand the meaning of words in different contexts. A speaker can utter any word but the listener has to be very careful in listening to a word in discourse and infer its proper meaning by paying heed to the context. A word in isolation has no meaning. A word has various meanings that vary according to situations and contexts. Now the question arises what context means. Context means the surrounding, circumstances, ideas and words woven together to form the setting or background for an event, statement, or idea. We can take this extract of a story for an example.

*‘Wise people, my brother Bhonu and I (Gonu) want the division of our property. We have already divided the land and other things. We have a **dispute** over the buffalo and the blanket.’*

Can you guess the meaning of ‘dispute’? There are many meanings of the word ‘dispute’-- Debate, discussion, discourse, controversy, disagreement, quarrelling, conflict, etc. Which meaning of ‘dispute’ is appropriate? To find the accurate



meaning of the word 'dispute', we have to understand the context in which the word has been used. The context is related to division of paternal property between the two brothers- Bhonu and Gonu. Most of the matters have been settled but still there is a dispute over two things - buffalo and blanket. Both 'buffalo' and 'blanket' are not of the same value. So they did not agree to take blanket in lieu of buffalo. There is great disagreement over the division of these two items. So the word 'disagreement' seems more appropriate here for the meaning of 'dispute'.

So, by reading over the context we can guess the appropriate meaning of even an unknown or unfamiliar word. In fact, words do not have any meaning in isolation. Meaning of a word depends upon the situation or the context in which it is used. The meaning of the same word changes if the context is changed.



Activity Time

1. Go through these two sentences carefully
 - A. **Crickets** are flying in the garden where children are playing **cricket**.
 - B. The doctor has finalised the date of **operation** of the criminal wounded in the police **operation**.

Points for discussion:

- i. Is there any difference in the meaning of the words 'crickets' and 'cricket' in sentence 1 and 'operation' in sentence 2 at both places?
 - ii. Can you guess the context of the words used in the sentences and their meaning?
 - iii. Discuss it in small groups and share your opinion in a large group.
2. Choose 10 words from your textbooks which have been used in different places/contexts possessing different meanings. Use them in your own sentences and share with your co-learners.

3. Identifying Meaning/Gist

In our daily lives, we have to use our listening and speaking skills in different situations, each situation requiring different levels of attentiveness, focusedness and responsiveness. Sometime we listen to find details what the speaker is saying and sometime we listen only for knowing the gist or main theme or the purpose of the speaker. At times, the purpose of listening is to improve a relationship or engage in critical evaluation. Though we encounter different types of listening situations, we cannot categorise them. One thing is sure that whatever situations

of listening we face in the actual life, they all hone up communication and mould our behaviour.

What is Gist?

Gist can be defined as the most important pieces of information about something, or general information without details or the substance. In the context of teaching and learning, gist can be defined as the general meaning or purpose of a text, either written or spoken.

For identifying meaning or gist, a listener tries to understand what is happening even if he/she does not understand every phrase or sentence. So the listener tries to pick up key words, intonation and other clues such as mood, body language, facial expression, etc. to make a guess at the meaning. For example, words such as **question paper**, **syllabus**, **rusticate**, **cheating**, **principal** have their own independent meaning but when we hear these words in a listening passage, they help us understand that the context in which they are used is the context of an examination.

It is quite possible that a listener may not be able to understand the speaker's pronunciation or in a different situation all words, phrases and sentences may not be clear to the listener. The following tips can be helpful in understanding the gist.

- Topic of the speaker
- Purpose of his talk or lecture
- Key words
- Problems and main points being discussed
- Main idea of the passage
- Tone and intonation
- Body language



Activity Time

Divide the class into two groups.

Group -1 will recite a poem and the members of group-2 will find out the gist/main idea/theme of the poem and tell in the class.

Group-2 will tell or read out a story and the members of the group-1 will find out the gist/main theme/value of the story and tell in the class.

After the activity discuss how we find gist/main idea or theme/value from what we listen.

Identifying emotions/ feelings in an utterance

Since very early times, human beings are communicating with one another using expressions, gestures, emotions and feelings which are identified by experiences and knowledge. The expressions may be conveyed in speech form or through body language. Emotion is a part and parcel of human life. It is a mental state associated with the nervous system brought on chemical changes variously associated with thoughts, feelings, behavioural responses and a degree of pleasure or displeasure. In our daily life, we come across with various situations and draw judgement about the feelings of the speaker. The gesture, posture, tone, voice and language keep changing in the situations of fear, happiness, anger, pain, sorrow, accident, depression, demand, quarrel, commands and orders.

The listener remains attentive towards what the speaker says. It helps in understanding emotions and feelings and responding accordingly.

The following factors help the listener in finding emotions and feelings:

- Modulation of voice
- Stress and intonation
- Body language
- Facial expression
- Contextual words
- Phrases and slangs
- Mood of the speaker

Producing Language in Acceptable Forms

o Conveying information

Conveying a message or information means that the speaker communicates it to someone directly or indirectly through words or actions. In communicating information the speaker remains careful towards main objectives and keeping the message simple but clear in meaning. Information is transferred in a systematic way without missing any point. Messages or information should be valid and authentic. Appropriate and relevant words are selected relating to that context. For more clarity, help of body language is taken.

Communication is successful only when both the persons – the one who sends the message and the other who receives it - understand the key messages being put across.

To be an effective communicator, we need to make sure that our messages are clear, concise, accurate and well planned. We need to be clear about what message we want to communicate and why it is important – what its main purpose is.

We can convey information through:

- Personal talk
- Story telling
- Speech
- Role-play/drama
- Announcements
- Poem/song
- Slogans
- Debate/group discussion

All the above activities need to be clear in objective and fit to the level of the target audience.

Tips for conveying information/message effectively:

- Purpose and objective should be very clear
- Use plain and simple language
- Use positive and tactful tone
- Present one idea at a time
- Present strong evidence in support of idea/information
- Make a logical and authentic argument
- Use picture/video/short movie/ICT materials





Activity time

1. Divide the participants into four groups. Ask each group to convey message in favour of '**save water**' through speech (group 1), role play (group 2), and singing in chorus (group 3) and storytelling (group 4).
2. Divide the participants into five groups and ask them to prepare announcement on the given topics and announce in the class.

Group-1. Organising school mela. Group-2. Organising sports event.
 Group-3. Summer vacation Group-4. Going on a picnic.
 Group-5. Annual examination.

○ Formulating an appropriate response

Active response from the listener is must for effective, persuasive and smooth communication. During discourse the listener should keep her/his mind open and avoid being judgemental towards the speaker. S/he should concentrate on the main direction of the speaker's message and avoid distraction.

In oral communication both verbal and non-verbal reaction or response is of immense importance. Non-verbal communication includes gesture such as nodding, making eye-contact, tapping pen, fidgeting, scratching or cocking head, smiling, rolling eyes, grimacing or any other body language. Such responses may be purposeful or involuntary. Verbal responses might include asking a question, requesting additional information, redirecting or changing the focus of a conversation, interrupting the speaker or repeating what a speaker has said back to her/him in order to ensure whether the received message matches the intended message.

The speaker often looks for verbal and non-verbal responses from the listeners to determine if and how her/his message is being understood and/or considered. Based on the listeners' responses the speaker can choose to either adjust or continue with the delivery of her/his message. For example, if a listener's brow is furrowed and her/his arms are crossed the speaker may determine that she/he needs to lighten her/his tone to better communicate her/his point. If a listener is smiling and nodding or asking questions, the speaker may feel that the listener is engaged and her/his message is being communicated effectively.

Presentation Skill

Presentation in oral communication is a speech that is usually given in a formal set up. It is an important way of communicating idea and information to a target group. It carries the speaker's personality better and allows immediate interaction among all participants. A good presentation helps in building a good rapport with the audience. An effective presentation moves the audience and the gist is wonderfully communicated to them. Hence, they become more informed or gain a better understanding of a particular subject.

The purpose of presentation

- To pass an information
- To gather opinion
- To publicise an idea
- To highlight a problem/to seek solution
- To teach/ train
- To share findings of research
- To entertain
- To motivate

In order to communicate with audience, the following points need to be considered:

1. **Content:** It contains information that people need. The presenter should assess how much information the audience need. Necessary data, graphs and images should be supplemented in order to make the information rich and comprehensive.
2. **Structure:** It has a logical beginning, middle and end. It must be in a sequence and systematic way so that the audience can understand it. The presenter should be very careful and remain adhere to the main points.
3. **Language:** The language should be simple, straightforward and conversational. Regular eye contact, relaxed gesture and expressive body language are key factors for effective and impressive presentation.
4. **Clarity:** Clarity of voice and sound modulation are basic needs for meaningful and goal-oriented presentation. The presenter should speak clearly and deliberately pause at key points to have the effect of emphasising the importance of a particular point.



An Outline for Presentations

Introduction

- What? Overview of the presentation
- Why? Purpose of the presentation (why the subject is important)
- How? How the presentation will be delivered. What are the expectations of the audience from it?
- Who? If more than one person is presenting, provide introductions and indicate roles (audience should not be expected to memorize it)

Body

The following list suggests alternative formats for presenting information:

Multiple formats can be used within the presentation:

- Rhetorical – questions and answers
- Logical progression – indicate steps, e.g., A, then B, then C
- Time series – order information from beginning to end, earlier to later etc.
- Compare and contrast – use the same structure to compare different events, individuals or situations
- Problems and solutions – problems should be raised keeping some recommended solutions in mind
- Simple to complex – The presenter should proceed from simple concept to complex one step by step so that the audience may feel easy to grasp each and every point comfortably.

Conclusion

Key points, benefits and recommendations should be reviewed, highlighted and emphasised and a conclusion should be drawn.

Thus we find that presentation before a group is a very important communication skill which can be mastered with little time and sincere efforts. Its success depends on clear cut objective, rich content and the style of presentation.



Activity Time

1. Prepare a presentation on good practices adopted by you in teaching learning process of English which have elicited encouraging results. Present it before your colleagues.
2. Prepare a presentation on the 'Need and Importance of English Language in this Age of Globalization'. Present it in your class.



Summary

- Oral skills (listening and speaking) are very important to enhance learning process. They lay the foundation of literacy development.
- The contribution of listening skill in developing the learners' other language skills can be viewed in terms of expressions, developing reading and writing skills and ultimately developing interest in language.
- A teacher should be careful and provide her/his learners more and more space of practising oral skills so that they can internalise the vocabulary, syntactic patterns, rhythm, intonation, etc.
- Oral skills help learners produce meaningful sounds, convey information and formulate appropriate responses.
- English alphabet has 26 letters comprising 21 consonants and 5 vowels. The number of sounds is 44:24 consonant sounds and 20 vowel sounds.
- A consonant sound is defined as a sound in which the movement of air from the lungs is obstructed or temporarily blocked whereas a vowel sound is produced without obstruction or restriction in the air flow through any part of the mouth.
- A syllable is a unit of pronunciation which has at least one vowel sound with or without surrounding consonants, forming the whole or a part of a word.
- Stress is the emphasis given to a particular word or syllable which can be lexical or syntactic. It is the degree of force with which a sound or a syllable or a word is produced.
- Intonation is the variation of pitch which indicates the attitude and emotion of the speaker. It signals the difference between statement and question and between different types of questions. The rising and falling intonations focus on important elements of spoken message and help to regulate conversational interaction.
- Rhythm is a regular repeated pattern of sound. It is the pattern of stressed and unstressed beats and commonly found in poetry, though it is also present in some works of drama and prose.



- A word has various meanings that vary according to situations and contexts. A speaker can utter any word but the listener should be very careful in listening to a word in discourse and infer its appropriate meaning in relation to context. The listener should be attentive towards what the speaker says. It helps in understanding emotions and feelings and responding and producing language in acceptable forms.
- Presentation skill is an important way of communicating ideas and information to a target audience. It covers a variety of areas, such as objective and specific purpose, structure of presentation, the tone of voice and the body language. The clarity of thoughts and verbal expression with appropriate example and authentic data make the presentation effective and impressive.



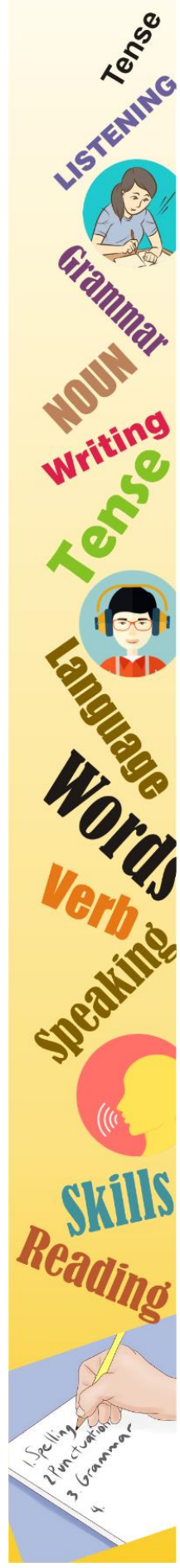
Assessment

A. Answer the following questions in about 200 words:

1. How can you formulate appropriate response during a discourse? Illustrate your arguments.
2. “Listening skill lays the foundation for the development of other skills – speaking, reading and writing”. Elucidate.
3. How can you say that oral language skills pave the way of language learning? What measures would you take up to develop learners’ language skills? Elaborate.
4. “The meaning of a word depends on situation and contexts.” Do you agree or not? Give reasons.
5. What do you mean by presentation skill? How can you make a presentation effective and impressive? Illustrate with suitable examples.

B. Answer the following questions in about 100 words:

1. Write short notes on:
 - a. Syllable
 - b. Stress
 - c. Intonation
 - d. Rhythm
2. How can you identify meaning/gist of a speech? Explain briefly.
3. What is presentation skill? Name the key components of an effective presentation?



Unit

3

Developing Reading and Writing Skills

Reading and writing are the two parts of a greater skill called communication. Unlike listening and speaking, reading and writing are not natural skills as they have to be learnt in a formal setting. Children learn to communicate in mother tongue naturally. But reading and writing are not developed in the way as speaking and listening are done. Reading and writing need much more conscious efforts to gain mastery over them. Learning to read is about listening and understanding as well as working out what is printed in printed form. Basically, reading affects writing and vice versa. When children read extensively, they become better writers. Reading a variety of genres helps children learn text structures and language that they can then transfer to their own writing. A child's literary development is dependent on this interconnection between reading and writing.

Unit-3 A

Reading Skill

Study Skill

Study skills are the set of strategies that can be learnt and applied to almost all fields of study to gain knowledge. These are the approaches applied to learning and are considered essential for acquiring success in one's life. When one possesses these skills and techniques, one is able to increase the efficiency of learning. In other words, we can say that any skill that boasts a person's ability to study, comprehend and analyse the information and thought critically can be termed as study skill. Moreover, time management, motivational techniques and good study habits are the various other factors that are included in study skills. Thus we can say that study skills are a large collection of skills related to the process of organising and taking in new information, its retention and dealing with assessment. It also includes effective reading, concentration techniques and stress management.

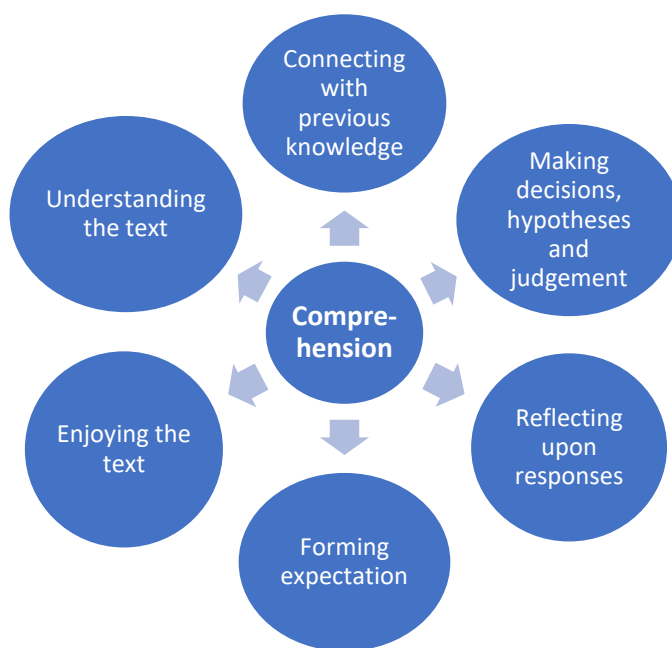
Study skills thus enable learners in

- managing time and developing learning strategies
- active listening
- reading texts critically and effectively
- taking notes
- planning and writing essays and reports
- developing impressive writing style
- preparing and delivering presentations
- revising and taking in tests
- stress management



Reading Skill

Reading is a means for language acquisition, communication and sharing ideas. It is a basic indicator towards knowing of a language. We have so far thought of reading as a process of decoding words. But it is more than that. Reading is comprehending words in print. Recognizing every word does not mean that reading has taken place rather it involves meaning making. One has to understand all the words in a context and thus comprehend each sentence in order to get its meaning.



In other words, we can say that reading is an ability to interact with the text which includes letters, words, sentences and paragraphs that encode meaning. It is this interaction that enables a reader to connect the events in the text to prior knowledge or experience and s/he draws information from the text based on:

- her/his knowledge
- purpose of reading
- nature of text and
- the context in which it is read

It helps the reader understand the sequence, context, or characters along with creating questions about the main idea, message, or plot of the text. It also enables a reader to predict what will happen next in a story using clues in the text. You must have realized that knowing the meaning of each word is not as necessary as the ability to associate different words and then predict the meaning. You can say that intelligent guessing is the key to effective reading and it is this ability that makes a reader an active constructor of meaning.

Most of the reading that we do in real life is reading for comprehension. It may be silent reading or loud reading. For example, when we read newspapers, books, messages, posters etc we read silently and with high speed. However, in the class room, reading aloud becomes important when teacher aims at students' pronunciation and in developing their fluency. The reading process requires continuous practice, development and refinement. It also requires creativity and critical analysis. Thus, reading helps the learner to:

- understand text and sentence structure
- pronounce word correctly
- develop phonics
- learn vocabulary and grammar
- develop cognitive academic language proficiency
- understand context and meaning of words
- develop reading fluency
- recognize literary devices
- draw inference

Now it is clear that the process of reading involves the reader both at the word and discourse level. The former includes reading by breaking up a word into syllables or even letters, whereas the latter involves meaning making at the discourse level. However, a self-motivated reader reads with moderate speed and understands the text better. He reads with accuracy of pronunciation, intelligence, expression, ease, smoothness and fluency.

Reading skills will be developed by making learner read the following text types:

Sign posts	Jokes	Messages	Magazines	SMS
Slogans	Riddles	Posters	Websites	Descriptions
Wrappers	Notices	Newspapers	Poems	Dictionaries
Stories	Diaries	Letters	e-mails	Brochures

Reading for Local and Global Comprehension

Reading is a receptive skill in written form. It is the ability to process the text, interpret the meanings, distinguish between facts and opinions and employ other high order skills. Ability to comprehend text is influenced by reader's skill and their ability to process the information.

In this section, we move on to two other reading skills or techniques that are termed as local comprehension and global comprehension. Local comprehension



is associated with intensive reading whereas global comprehension is associated with extensive reading

Local Comprehension

Local comprehension is the skill of reading a piece of text closely or intensely for the purpose of extracting specific information from the text. This skill is referred to as intensive reading skill. For example, a learner reads a story to get some specific information of an individual character regarding his birth place and education. This information is quite specific in nature and related to local comprehension.

For example, in “Mother Teresa” (Radiance part II Class VII), the learner reads the text to get some specific information about the character regarding her birthplace and social service. Let us explain local comprehension through this example. As you read the first paragraph you may like to ask yourself a series of specific questions such as

- When and where was Mother Teresa born?
- What was Mother Teresa’s early name?
- What inspired Mother Teresa to work for the poor in the slums of Kolkata?
- When did she start the Missionaries of Charity?

These are some of the questions raised in your mind and add to the comprehension of the text. You may have to go back to the passage to locate the specific information. The information is very easy to locate in the passage. It is a reading activity which focuses on ‘reading for accuracy’.

Global Comprehension

Global comprehension is the understanding of a longer text in its totality. We often read a longer text, a story or a novel for pleasure and not necessarily for minute details. It is a fluency activity, mainly involving the reader to be able to respond to a piece of text in a general sense. For example, the learners have read a short story. After that they can be asked to reproduce summary, answer comprehension questions that test general understanding, complete true or false exercises and suggest alternative title of the story. These are the examples of global comprehension. In the poetry also, for example, “I had a Dove” (Radiance part II Class VII), what exactly does the poet intend to say in this poem? We actually invite the reader, listener to look at the poem globally. We find that the ‘dove’ is the symbol of a creature which is deprived of freedom. Every creature in the world wants to enjoy natural freedom for existence. In this world one who does not have freedom is tantamount to a dead. Here, we are not concerned about that particular ‘dove’ only but we take a global view of the poem and comprehend it globally.

Making Inferences and Extrapolation

An inference is the ability to take clues from a text plus what we already know from our own experiences to decide what the author means. It is an important reading strategy, for the simple reason that the author will not always tell us everything. So we need to use inferences to understand and visualize the text. This requires the skill of understanding the type of information the author is giving. Think about how the text relates to our own life or the experiences we have had and then use the author's words or phrases and our own thoughts to figure out what the author is trying to tell us.

In other words, we can say that inference is drawing conclusions based on information that has been implied rather than directly stated and is an essential skill in reading comprehension. It involves developing insight about the text. Inferring involves many skills:

- Asking questions
- Collecting and analysing evidence
- Making connections between prior knowledge and new information
- Making predictions
- Making informal decisions
- Drawing conclusions

Example

Read the following sentences and make inferences:

My wife and I tried to pack light but we made sure not to forget our bathing suits and sun block. I wasn't sure if I would get sea sick again so I made sure to pack some medicine for upset stomachs.

We can deduce a great deal of information from these sentences. Some of the inferences include:

- The author is married.
- He and his wife are going on a trip.
- They are going to be on a boat.
- They will be around water.
- They will be going swimming.
- They have gone swimming before.
- The author has gotten seasick on a boat in the past.



It is obvious that all the pieces of information were not clearly stated in the sentences. Most of the information we get from reading comes from what is implied rather than direct statements. It is through inferences that words take on meaning.

Extrapolation

Extrapolation is used when one forms an opinion based on information available with oneself. Extrapolation enables us to use facts already known from a piece of text for another situation. This situation may be outside the text but the text will provide us the way to make use of that information. It also helps the learners to match the pattern of information from one area to that found in another area. This strategy assists the thinking process by making it unnecessary to start from beginning when learners encounter new information. Instead, the learner takes information that already exists for a different purpose and adapts it to a new situation. Any time we take previous information and incorporate it into an understanding of a new topic, we are extrapolating. For example, if we know the basic rules of soccer but know nothing about rugby, we could extrapolate a great deal of your knowledge of soccer to help us understand rugby. In reading also, we extrapolate.

For example, after reading the text “Sikkim” (Radiance part III class VIII), the reader may be asked to write her/his experiences of visiting a tourist place. The reader reflects upon the experiences and tries to reconstruct his own experiences. In other words, her/his comprehension can be extrapolative.

Extensive and Intensive Reading

Extensive and intensive readings are two approaches to language learning. In language learning, extensive reading is contrasted with intensive reading, which is slow and careful reading of a difficult text, while other focuses on reading for enjoyment rather than deep understanding. Let us discuss it one by one.

Extensive Reading

Extensive reading, free reading, rapid reading, book flood or reading for pleasure is a way of language learning through large amount of reading. It is also known as independent silent reading as the reading is done silently by the students without the help of a teacher. Extensive reading is done mainly to get information regarding the subject. We sometimes read a text not for depth but only for pleasure or for general purpose. There is no detailed study of words and phrases. This way of reading is called ‘Extensive Reading’.

Extensive reading exercises may involve the following:

- Extensive reading is always done for the comprehension of main ideas, not for specific details
- The aims of extensive reading are to build reader's confidence and enjoyment.
- Extensive reading is carried out "to achieve a general understanding of a text."
- Extensive reading as "occurring when students read large amounts of high interest material, usually supplementary books, concentrating on meaning, 'reading for gist' and skipping unknown words."

Intensive Reading

Intensive reading means reading in detail with specific learning aims and tasks. As the name suggests intensive reading refers to reading short texts thoroughly and with clear goals. This skill is used to answer comprehension questions or to identify different sentence structures. Intensive reading or detailed study is the minute study of the prescribed text. In this, reading is done for detailed meaning, developing reading skills, enriching vocabulary and grammar. Thus the goal of the intensive reading includes learning subject matter, learning new words and phrases and studying the author's intention. It lays emphasis on language formation and grasping the material being read.

Example:

Read the text "The House Sparrow" (Blossom part V, Lesson, 3)

Sparrows are brown in colour, with what and black mingled together on the back and sides; they also have a whitish front. The male sparrow has a black patch on his throat.

Now answer two sets of questions given below:

Set I: (a) Did you like 'The House Sparrow'?

(b) Why do you like it?

Set II: (a) List some of the qualities of sparrow mentioned in the lesson.

(b) How is male sparrow different from female sparrow?

In order to answer the questions in set I, we usually read the text silently and quickly. This way of reading, as explained above, is called Extensive Reading. This is simply because the purpose of Extensive Reading is not to go into the depth of the text. It is just to get general understanding.

On the other hand, the way of reading that we need do to answer the questions in set II is called Intensive Reading. The purpose of Intensive Reading is to get



details of the text, develop understanding of the text and find out conclusion on the basis of logic and reasoning.

Comparison between Intensive and Extensive Reading

Intensive Reading	Extensive Reading
<ol style="list-style-type: none"> 1. It is language centred. 2. It involves a minute and careful study of the passage or the given text. 3. It focuses on the detailed study of words, phrases and idioms. 4. It concentrates upon sentence structure including grammar and word order. 5. It covers the narrower area. 6. The new words and phrases become part of the student's active vocabulary. 	<ol style="list-style-type: none"> 1. It is subject matter or content centred. 2. It focuses on grasping the meaning of the lesson or the text. 3. It focuses on the subject matter. 4. No detailed study of vocabulary or grammar is made. 5. It covers the larger area. 6. New words and phrases are student's passive vocabulary.

Skimming and Scanning

Skimming

Skimming is a specific reading technique necessary for quick efficient reading. Skimming differs from general rapid reading in that the reader goes through the text extremely quickly, merely dipping into it and sampling it at various points to get a gist of it, to know how it is organized or to get an idea of the tone and intention of the writer. The process of skimming involves:

- Skimming is done when a lot of material is to be read in a short time
- Skimming is done at a speed three to four times faster than normal reading
- In skimming, we read the title, subtitle, subheading, illustrations to get the main idea
- Preview, overview and review are the strategies used while skimming

Example:

Read quickly the story "An Act of Bravery" (Blossom, part V lesson 5) and answer the questions after reading the text.

- (a) Suggest some other title for the story.

(b) Pick out the paragraph which you think give the main idea(s) of the story.

For answering such questions, we have to read the whole text quickly and thoroughly. We need not find the meaning of each word, phrase or sentence. We just get a general idea or the gist of the text. This we do in our day to day life as well when we read very quickly through the newspaper, before we decide to read an article in more detail. We look through fast to decide what is interesting for us.

Scanning

Scanning occurs when a reader goes through a text very quickly in order to find a particular point of information. A person picks up the morning paper and passes her/his eyes through the pages and gives a quick glance at the headlines and passes on to the next page. S/he is actually scanning the pages of the newspaper. When a person wants some information about a train, he would not read the whole railway time-table, but look for a particular train time. Looking through a text for particular pieces of information is termed scanning. The process of scanning involves:

- The reader moves his/her eyes quickly down the page searching specific words and phrases
- Words with bold size, italics or in different size, style, colour help in scanning
- It works well to find date, name, places, etc.

Example:

Read quickly the text of the. “The House sparrow” (Blossom, part V, lesson 3) and answer the questions.

- Which sparrow has black patch on its throat?
- Where do sparrows make their nests?

For answering such questions, we have to read the text very quickly to get specific information. We just need to look for only the third paragraph of the text and in that paragraph the last sentence only. This type of reading is called “Scanning” because here our purpose of reading is to find some particular or specific information. The examples from our daily life include telephone diary, railway time table, etc.

Now we move on to another important skill i.e. writing skill.



Unit – 3B

Writing Skills

Writing is one of the basic skills of language learning. It is a tool to express our ideas, emotions, feelings in printed mode that remains reserved for a long time. It is an exact activity that demands precision and correctness. It is an appropriate means of preserving the knowledge and experiences. Writing is perhaps the most important linguistic skill that helps to preserve the culture, philosophy, literature, historical events in written forms. Both writing and speaking are productive skills but writing is more time consuming than speaking. For example, it is much easier to invite someone on telephone than to write an invitation or message.

Mechanics of Writing

Writing is a rather difficult skill. It requires a complete control of the muscles of the wrist and hand. The child does not possess this control in the beginning. S/he is to be properly trained and involved in pre-writing activities such as making **strokes, curves, proper shape, size and spacing**. S/he should be asked to write alphabet when s/he has learnt the various movements in writing.

- **Strokes** – Strokes are the basic units for writing letters. They are straight, slant, horizontal or vertical lines, either written from top to bottom or from left to right and right to left. Each letter is written by combining two or more strokes in succession. Each letter/stroke has specific direction, length and curvature related to other strokes in a letter.
- **Curves** – A line that is not straight is a curved line. The letters of English alphabet are simply vertical, horizontal, diagonal and curved lines connected or joined with each other.
- **Proper shape and size** – Whatever style the learner adopts, it should be uniform in size and shape. The size of the letter should be neither too big nor too small. There should also be right proportion between the letters and their size.
- **Proper spacing** – There must be proper spacing between letters, words and between the lines.

Mechanics of writing includes:

- Controlling the small muscles of fingers and wrist
- Securing co-ordination of the hand and the eye to write letters of correct shape and size

- Giving proper spacing between letters, words and lines
- Using capital letters and putting appropriate punctuation marks where necessary

There are three main stages in teaching mechanics of writing.

1. Preparation for writing

- Free-hand drawing** – In this stage the children should be asked to freely make drawing of different sizes and shapes using straight line, curves, circles, semi circles etc.
- Controlled drawing** – Various objects of art should be drawn within lines on a sheet of paper in order to make practice of drawing in a controlled situation.
- Acquaintance with written forms** – In this stage the students should become well acquainted with written forms before beginning the practice in writing. For this, the students should be given to write the names of friends on their exercise book, blackboards and other belongings.

2. Learning to write

- Script writing** – After a good practice on drawing different types of strokes, curves, circles, semi-circles the child should be given task to write letters using different strokes.
- Learning the Alphabetical order** - In this stage the students should make learn to write the alphabet in proper order.
- Mastering a mature style of handwriting** – In this stage the students acquire the mature style of handwriting. They are trained in writing letters fluently in a way which is legible.

Different Writing Activities:

Messages

A message is an important means of conveying information in brief. In our day to day life we come across with some such situations when we receive telephonic or face to face message and have to convey the same to some other persons in a written or oral form. So it is an important skill to transform the gist of oral information into written form in a proper way.

Message is written in a proper format that includes:

1. Box



2. Salutation, date and time
3. Body
4. Use the language in indirect speech
5. Sender's name/signature

Only the most important points or gist of the message should be written in short and simple sentences not exceeding 50 words.

Here is a telephonic conversation between Amit and Ranjan. Ranjan works in an office with Sheela, mother of Amit. He wants to talk to Sheela who is on leave.

Amit: Hello!

Ranjan: Hello! May I speak to Mrs. Sheela, please? I'm Ranjan from her office.

Amit: Mom isn't at home now.

Ranjan: Please give her a message that tomorrow there is an urgent meeting at office at 11.00 a.m. and she must come with her laptop.

Amit: Don't worry. I'll give her your message.

Now see the message that Amit left for her mother.

MESSAGE

23rd September 2019

11 a.m.

Dear Mom,

Mr. Ranjan from your office called up to say that an urgent meeting is fixed at 11.00 a.m. tomorrow in your office. It is instructed to bring a laptop with you.

Amit



Activity Time

You are Neha, Secretary of the literary association in your school. A Seminar on 'The Wings of Fire' by Dr. A.P.J. Abdul Kalam is going to be organised on his birthday. Write a message to the members of the literary association to participate in the programme.

Descriptions

Description is the pattern of narrative development that aims to depict a place, object, character or incident in such a way that a vivid picture is formed in the reader's mind. In descriptive writing, the author does not tell the reader what was seen, felt, tested, smelled or heard. Rather, the author describes something from their own experiences and through careful choice of words and phrasing that makes it seem real. A good descriptive writing should be concrete, evocative, creative and plausible.

Characteristics of description

- Plain and simple language
- Dominant impression
- Precise language
- Careful and natural sequence of sentences

The topics for description may be classified as under:

Description of given pictures – Description of picture includes types of picture, scene, objects, characters and actions present in the picture. The impression of picture and the intention of artist should also be mentioned. The picture describer can add his/her own emotions and feelings.

Description of objects - While describing an object we should explain what it is, what is its shape size and colour. A writer should also focus on its utility, availability, function and uniqueness. Then, the description on the basis of its merits and demerits should also be incorporated.

Description of places - The description of a place includes location, situation, importance and its association with history, events and reasons behind its popularity.

Description of process - Process writing is a series of consecutive actions taken one after the other till completion. Process should be described step by step. The description should be logical and ordered. The language used in process writing should be simple and preferably in passive voice.

Description of events - Description of events should be such that the readers can see and feel reality of the event. It includes what, when, where, how and why of the occurrence of event. Its positive and negative impact should also be mentioned.

Description of persons – While giving description of a person we should describe his/her personality in such a way that focuses on every aspect of his/her personality closely and carefully. It includes person's introduction, physical appearance, behaviour, qualities, achievements, etc.





Activity Time

1. Take a picture from your English textbook and describe it.
2. You have bought a new lap top. Describe its features to your friends.

Reports

A report is a factual description of an issue, event, travelling, meeting etc. It includes objective, analysis and impact of an event. A report should be structured with small paragraphs containing suitable heading, date and place. It should answer about what, when, where, how and why of the event. It should also include an appropriate conclusion, recommendation and suggestion.

The main steps of report writing are:

1. Title
2. Summary
3. Introduction
4. Body/details
5. Conclusion
6. Recommendations
7. Appendices

Essentials to report writing

- Write in paragraphs
- Language should be simple containing short and straight forward sentences
- Be as clear and specific as possible
- Furnish observable facts
- A chain of happenings should be linked together from the beginning to the end
- Points should be in bullet style
- Photographs, tables, charts, graphs, etc. should be incorporated wherever necessary



Activity Time

1. You are secretary of your school. Prepare a report on co-curricular activities organised on your school on the occasion of Earth Day.
2. Write a report for the newspaper describing a traffic jam in which you, along with many, were trapped for many hours

Notices

A notice is a very short form of writing to convey important information to a group of people or general public. It is used by individuals and organisations to announce events and celebrations, deaths, occasions like inauguration and sales, to issue public instructions to make appeals and to extend invitations, etc.

Points to be kept in mind while writing a notice:

- A notice is written in a box.
- The name of the organisation or issuing authority is written on the top.
- The word NOTICE should be mentioned in capital letter.
- A precise and attractive title should be given to indicate what the notice is about.
- It must contain all relevant information related to the purpose including date, time, place/venue and any other details required.





Name of the institution/organisation (in capital letters)

Date

NOTICE

Title

Details

.....

.....

.....

.....

Signature

Designation

GOVT. MIDDLE SCHOOL, SAIDPUR**NOTICE****Lost! Lost! Lost!**

Date : 21st December 2019

I lost my folder bag on 20.12.2019. The bag is new and blue in colour. My name and address is written in the specified space. I left it in the Library room. It contains my certificates and testimonials. If anyone finds it, please inform the school office.

Shiva

Class 6

**Activity Time**

1. You are Anita, secretary of Eco club of Govt. Middle School, Patna Bihar. Write a notice of about 50 words launching tree plantation in your school.
2. Aisha is the head girl of Middle School Mithapur. Her principal asks her to put a notice asking all house captains to assemble to discuss ways to improve discipline in the school. Write a notice in about 50 words.
3. You are Prince. You found a wrist watch in the school playground. Write a notice in order to restore this wrist watch to its owner.

Applications and Letters:

A letter is a written communication. The purpose of the letter writing determines the type of the letter whether it is a formal or informal. A letter written to our relatives or friends is called informal. Letters written to persons other than friends or relatives come under the category of the formal letter. While writing a letter, these are some important components:



Sender's address
Date
Receiver's address
Subject
Salutation
Body of the letter
Complimentary closing
Sender's name

The Informal Letter: A letter to a friend

See how Saniya writes a letter to Mariya, one of her friends, describing how she enjoyed the summer vacation

Nalanda

21-5-2019

Dear Mariya

I hope you're keeping well. Recently, during the summer vacation I went to Patna with my family.

There I saw the Gol Ghar, Planetarium, Sanjay Gandhi Botanical and Zoological Garden and Science Centre. All of us enjoyed seeing the animals in their natural habitat in the Sanjay Gandhi Botanical and Zoological Garden. We also felt excited on seeing stars and planets very closely in the planetarium. We had a very good view of Patna from the top of Gol Ghar. It was a great experience going through different activities at the Science Centre.

I enjoyed cold-drinks and eatables with Mom and Dad. I wish you too were with us.

Please convey my regards to uncle and aunt and love to Neha.

Your loving friend,

Saniya

The Formal /Official letter: An application to the Head-Master for grant of leave

May 21, 2019

To
The Head-Master
Middle School Rajgir
Nalanda.

Through: The Class Teacher

Subject: Leave for four days

Sir,

I would like to inform you that I shall not be able to come to school for the next four days due to the marriage ceremony of my sister.

I request you to grant me leave for this period. I shall be thankful to you for this favour.

Yours obediently,
Alok



Activity Time

1. Write a letter to your friend describing a literary event you attended recently

Invitations

An invitation is a request, a solicitation or an attempt to get another person to join you at a specific event. Extending invitations to near and dear on the occasions such as marriage, birth, engagement, death, public function, etc. is part of social etiquettes. The invitation answers five **Ws**, i.e., For example, **who, whom, what, when, why** and **where**, i.e., name of the host, name(s) of invitees, the occasion, date, time and venue. Invitations can be both formal and informal. They can be printed on cards or can be drafted in the form of social letters.

Formal invitation - is an invitation which follows a dignified form, tone, or style in agreement with the established norms, customs or values.

Tense
LISTENING



Grammar

NOUN

Writing

Tense



Language

Words

Verb

Speaking



Skills

Reading

1. Spelling
2. Punctuation
3. Grammar
4.

Format of a formal invitation includes:

1. Name of the host
2. Standard expression (e.g., request the pleasure of your company, solicit your gracious presence)
3. Purpose of the invitation
4. Name of the honouree
5. Day, date and time of the event - date must be written in letters and you should not use abbreviations.

Informal invitations

Informal invitations generally take the shape and form of personal letters. We use this to invite our friends, relatives and dear ones with whom we have intimate personal and friendly relations. In informal invitations the tone and treatment is relaxed, informal and friendly.

Format of a formal invitation includes

1. Name of the host
2. Standard expression
3. The occasion
4. Name (s) of the invitee
5. Name(s) of the host
6. Date, time and venue

Mrs. & Mr. X Y Z,

Cordially request the pleasure of your gracious company on the occasion of the birthday party of their daughter

On.....as per programme

Cake ceremony: 7.00 p.m.

Dinner: 8.00 p.m.

at

their residence (address)

R.S.V.P.

X Y Z (Name)

(Address)

Contact No.

Replies

A reply to an invitation is as much formal as the invitation itself. A reply to an invitation is essential to appreciate the host's feelings and letting the host know whether you are attending the function or not which will help him /her to make the arrangements accordingly. The replies should be brief and specific.

Mrs. & Mr. X Y Z

Thank you so much for your kind invitation. I look forward to joining you over your daughter's birthday celebration.

With regards

Lucy



Activity Time

1. You are Naveen. You have been successful in IIT entrance examination. Write a suitable invitation to your friends inviting them to get together to celebrate the occasion at your house.
2. You are Ankita. You have been invited to participate in a seminar on the fundamental rights of children organised by the Lions Club of your district. Respond to the invitation by writing a letter to the secretary of the club.

Posters

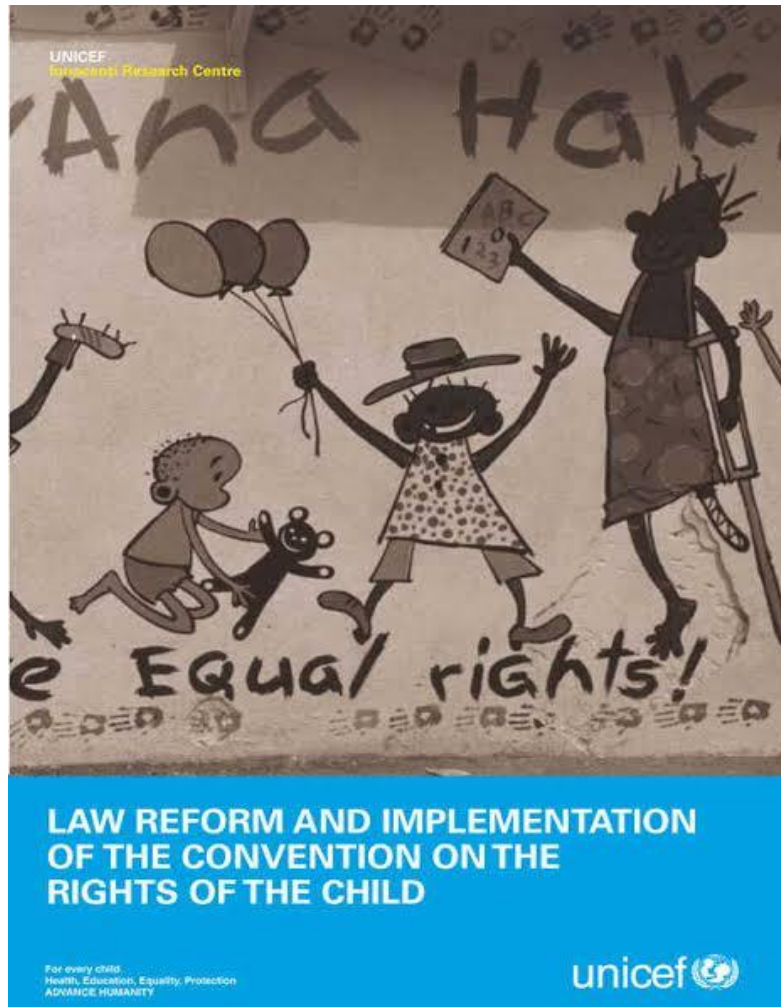
A poster is a promotion of an idea, product or event put up in public space for mass communication. It includes both textual and graphic elements. A poster should be eye catching and informative giving full meaning at a glance.

Tips for making a poster:

- Get a large piece of paper, poster board, or another material
- Make a list of the elements you want to include in the poster
- Sketch out your design on a piece of paper
- Have your main slogan or head line in the centre of the poster
- Use the top, bottom, and sides for providing important details
- Include a call to action if you want people to act further



- Sketch your design on to the poster board with pencil
- Colour your poster with colour pencils, crayons, markers or paint
- Decorate your poster with symbols and graphics



Activity Time

1. Prepare a poster to create awareness among voters to ensure participation in election
2. Design a poster to disseminate message to save underground water

Slogans

Slogan is a catchy phrase or a few words arranged in a specific way to describe the purpose. Slogan may be on different issues – social, political, religious, health, business, etc.; it is used for public attraction and awareness. In business, slogans are supposed to highlight the brand image and be memorable. In business a slogan is often called tagline. To write good slogans, one requires time, effort, ideas and a lot of creativity.

Tips of writing an effective slogan:

- Focus on main motto
- Highlight the key benefits
- Keep it short
- Give them rhythm and rhyme
- Stay honest

Some examples of slogan:

1. Green city, clean city, My dream city
2. Swachh Bharat
3. Education for All
4. Just 2 drops
5. Now more than ever: Stop Polio forever



Activity Time

Collect atleast ten slogans on conserving the environment.

Writing a paragraph having coherence, cohesion and unity

Paragraph writing is an art. A paragraph is a series of sentences that are organized and coherent, and are all related to a single topic or one central idea containing various kinds of information.

Paragraph coherence and cohesion result in paragraph unity. Coherence means the connection of at the idea level and cohesion means the connection of ideas at the sentence level. The cohesion of writing focuses on grammatical aspects of writing. One of the practical tools that can help improve the coherence of writing is to use a concept map.

Tense
LISTENING



Grammar

NOUN

Writing

Tense



Language

Words

Verb

Speaking



Skills

Reading



Points to be kept in mind, while writing a paragraph:

- (a) **Unity of thought:** There should be only one central idea in a paragraph so that the gist of the paragraph may be summarized in one sentence only.
- (b) **Order:** There should be sequence of thoughts and incidences. The first sentence is a topic sentence or main idea of the paragraph, and then some sentences in support of the main idea should be written. Finally, a simple concluding sentence that can tie everything together and reinforce the main idea is needed.
- (c) **Coherence:** To maintain continuity of thought the use of cohesive words like hence, so, therefore, or, and then are needed. Similarly, to explain an idea of contradiction, word and phrases like — on the other hand, on the contrary, nevertheless, but, yet, still are used.
- (d) **Length:** There is no fixed rule regarding the length of a paragraph. However a balanced paragraph may be expanded between 50 to 70 words.

These are the few steps followed in paragraph writing:

1. Decide the Topic of Your Paragraph. ...
2. Develop a Topic Sentence. ...
3. Demonstrate Your Point. ...
4. Give Your Paragraph Meaning. ...
5. Conclude. ...
6. Look Over and Proofread.

Health is wealth

Health is very valuable for human being. All wealth without health is useless. A rich man with poor health does not enjoy life. He likes nothing. He always remains in distress and anxiety. On the other hand, a healthy man remains in comfort and tension-free even if he is poor. He enjoys life in a real sense. So health is wealth.

**Activity time**

Write a short paragraph on the following subjects.

- a. Importance of trees
- b. Environmental pollution
- c. Discipline



Summary

- Reading is a good source of self-education.
- Reading is an ability to interact with the text. It includes comprehension and meaning making.
- Study skill is a large collection of skills related to the process of organizing and taking in new information, its retention or dealing with assessment. It also includes effective reading, concentration techniques, efficient note taking and time management.
- Global comprehension is the understanding of a longer text in its totality for general understanding.
- Local comprehension is the skill of reading a piece of text closely or intensely for the purpose of extracting specific information from the text.
- Inference is a guess that we make or an opinion that we form based on the information that we have.
- Extrapolation is an estimation of the value based on extending a known sequence of values or facts beyond the area that is certainly known. It is to infer something that is not explicitly stated from the existing information.
- Extensive reading involves reading texts for enjoyment and to develop general understanding of the text.
- Intensive reading aims at reading in detail with specific learning aims and tasks.
- Skimming is going through a piece of writing quickly to see what it is about.
- Scanning is going through a text for a specific piece of information.
- Writing requires a complete control of the muscles of the wrist and hand. The child needs to be properly trained and involved in pre-writing activities such as making **strokes, curves, proper shape, size and spacing.**
- A message is an important means of conveying information in brief. Only the most important points or gist of the message should be written in short and simple sentences not exceeding 50 words.
- Description is the pattern of narrative development that aims to depict a place, object, character or incident in such a way that a vivid picture is formed in the reader's mind. A good descriptive writing should be concrete, evocative, creative and plausible.





- A report is a factual description of an issue, event, travelling, meeting, etc. It includes objective, analysis and impact of an event.
- A notice is a very short form of writing to convey important information to a group of people or general public.
- A letter written to our relatives or friends is called informal. Letters written to persons other than friends or relatives come under the category of the formal letter.
- A poster is a promotion of an idea, product or event put up in public space for mass communication. It includes both textual and graphic elements. A poster should be eye catching and informative giving full meaning at a glance.
- Slogan is a catchy phrase or a few words arranged in a specific way to describe the purpose. Slogan may be on different issues – social, political, religious, health, business, etc.
- Paragraph writing is an art. A paragraph is a series of sentences that are organized and coherent, and are all related to a single topic or one central idea containing various kinds of information.



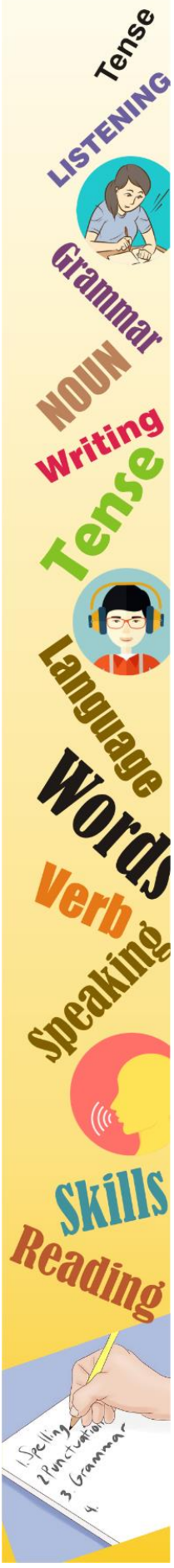
Assessment

A. Answer the following questions in about 200 words:

1. What do you mean by study skill? What does it include?
2. What is reading skill? Suggest some ways to motivate the learner to develop reading habits.
3. What is meant by intensive reading? How is it different from extensive reading?
4. Differentiate global comprehension and local comprehension with suitable examples.
5. Write a note on the characteristics of a Description.
6. Write a letter to your friend describing a literary event you attended recently.
7. You visited a zoo on last Sunday. Describe your experiences in about 200 words. Describe the main features of the Republic Day celebration in your institution.
8. Describe process of opening a savings account in a bank.
9. Write a description about your favourite teacher.

B. Answer the following questions in about 100 words:

1. Write a brief note on
 - (a) Skimming
 - (b) Scanning
2. Write a brief note on the features of inference and extrapolation.
3. Write a brief note on Mechanics of Writing.
4. Write a brief note on the art of writing a report.
5. Mention some important points of writing a Notice.
6. You are Fiza, head girl of your school, i.e., Bankipore Girl's School, Patna. Your school is organising its annual sports day. Draft an invitation to be sent to the parents.



Unit 4

Vocabulary Enrichment & Grammar in Context

Vocabulary and grammar are the core elements of a language, It is very important as a teacher to understand how we learn many words and their meaning arrangements (grammar). This Unit is an attempt to suggest ways to enriching vocabulary and ensuring competency in grammar. This unit also deals with different categories of words, their usage and contexts in which they are used, formation of new words and how to make use of students' experiences in the enrichment of their vocabulary.



Objective of the unit is to:

- understand how to use various contexts of words to improve the vocabulary of students.
- understand the importance of words and skill to form words using prefixes and suffixes
- understand the need and importance of grammar in English language teaching and learning
- understand the notion of correctness and notion of appropriateness.
- know the differences between traditional grammar and grammar in context.
- understand and use the grammatical items in learning and teaching English language.

- know the concept and make use of grammar through various types of tasks and activities

Unit 4 A

Vocabulary

Words Around Us

We hear and speak many words of English in the world around us. Some of these words include **ball, cycle, cup, bus, table, pen, train, bag**, etc. Several other words can be added to this list. In fact, our whole discourse depends chiefly on words and their meaningful arrangements (Sentence). So, vocabulary (words) and sentences are the two important components of our discourses – whether it is formal or informal, written or spoken. This naturally leads to a series of questions: How do we acquire these words? How many words of English can a person acquire from the daily life situations other than the school? How many words do you or your friend know, and how many of these words are you able to use actively? How many of these words do you use only for the purposes of understanding a speech, or reading a poster or a story written in English? Needless to say, we learn a lot of words from the world around us including formal schooling. Thus, it is very important for us as teachers to understand how we should build children's vocabulary which is central to their ability to communicate in the target language i.e. English. It is an ongoing process because one can never learn all the words in any language.

A good example of words around us is what we often hear when we try to connect to a person on mobile: *'The number you are trying to reach is currently busy; please hold on the line or call again later'*. Now, how can a person who has little exposure to English understand this? Were you yourself able to understand the announcement? If not, did you try to understand the announcement on the basis of some words which you are familiar with, such as 'number', 'trying', 'busy', 'hold', 'line', 'call', 'again', etc. We know the meaning of these words and therefore are able to construct some meaning.

If the same message is heard in Hindi, that *'jis number pe aap baat karna chahte hain veh is samay vyast hai, kripya line pe banne rahe ya thodi der baad dial karen'* we notice that it is a bilingual sentence and has words like 'number', 'line',



'dial' that we already know. We understand the meaning of the sentence because we know the meaning of these words.

Although we don't know the meaning of the full sentence yet we understand its meaning through some words which are known to us. It suggests that words help us understand the meaning of a full sentence, and without knowing words we may feel helpless in comprehending the sentence. We notice similar kind of situation at the railway station where we manage to understand every announcement simply because we know the meaning of some of the crucial words.



Activity Time

- List some sentences used in real life situation where you are able to comprehend their meaning without understanding the whole sentence.

Many people assume that learning vocabulary means acquiring a long list of words with their meanings, whether through some direct link or by using the translation from the first language. However, a word in the mind is more than its meaning. Take for example, the word 'cup'. Try to think what a person who uses the word 'cup' knows about it. Someone can use that word when he knows the concept of a cup for which the word is used here. Cups are made of plastic, etc. They are of different sizes, colours, shapes and also for different purposes. A baby's sipping cup and cup for tea do not resemble each other at all, but any user of the word 'cup' will be able to associate the word with the item presented. So you can imagine, the complex concept of cup you have in your mind.

Here, we have to keep in mind that a word, initially, has two important aspects: pronunciation and spelling. Each word is stored in our memory with a specific pronunciation and it is tied to the pronunciation rules of the language and same is true of spellings. So we need to consider these two aspects for better vocabulary. When we face the written form of the language we are bound to the spellings. And when we speak and hear the language we are dependent on the pronunciation.

Active and Passive Vocabulary

Is it possible for us to use appropriately and frequently all the English words which we are familiar with? The list of words that a person knows is much bigger than the words that are often used by him/her. Thus, a person's vocabulary is divided into two parts:

- The set of words which the person uses often is called active vocabulary, e.g., eat, go, come, I, you.

- The other set of words which the person knows but does not use often is called passive vocabulary, e.g., bewilderment, contentious, puzzlement, etc

Many English words are a part of the child's **active vocabulary**. These form the basis of learning the language. It is important to remember that there is no watertight distinction between active and passive vocabulary; it all depends on the usage by a particular person or a particular set of people. Hence, for the enrichment of our vocabulary, we should always make efforts to convert our passive words into active ones by using them frequently in our speech and writing.

For teaching learning purposes, there is a need to enhance the vocabulary of the child and for this we must know the words which our students already know and use so that we can use this resource to improve their language skills.



Activity Time

- Let's have an activity to know the existing English vocabulary of the students.
- Ask each student to recall one English word.
- Ask them not to repeat the words that have been told by others.
- Write all these words on the board.
- Keep moving from one student to another, till you nearly stop getting new words.
- Then ask the students to classify them into three categories as follows:

	Words used at home	Words used in the school	Words used in the market
1.	Lunch	Sir	Rate
2.	Ma	Office	Shopping
3.	Chair	Chair	Stall
4.		
5.		
6.

Some words may find place in all these categories. Hence, it is advisable for the students to read these words carefully and use them in a paragraph. This attempt enables us to be aware of the familiar words which we already use orally.



Let's take an example from 'MY MIRACLE MOTHER' ('BLOSSOM' Class – V):

Sometime I took you for granted, Mom

But I don't know, and I never will again.

In the above lines, 'sometimes', 'I', 'but', 'know', 'never', 'again' are more likely the active words whereas 'took you for granted' is an idiom which we understand but does not use actively; hence, it is an example of passive word.

Some words have been given in the left-hand side column. You have to enlist these words in columns meant for 'Active words' and 'Passive words':

Words	Active words	Passive words
Colour, Steel, Hold, Hue, Announcement Man of letters Nod, Busy Suddenly, house, Sigh, pouncing decide, neighbour know, enough, spoil, Milk, expect, run, read, High, low, poor, Rich, bread, rice, Hand, mouth, rice, Tit for tat, give up,		



Activity Time

Choose one simple story from the textbook and categorise the main words into the words which we frequently use in our speech and writing (active words) and the words which are rarely used or less used (passive words). Now use your passive words in your expression (oral and written).

Content Words and Function Words

Let's consider some sentences given below:

1. The book is on the table.
2. The boy is sitting under the tree.
3. The children are playing in the playground.
4. My daughter wants to wear blue jeans all the time and doesn't wear the frock.

In these sentences the underlined words such as **book**, **table**, **boy**, **tree**, **children**, **playing** and **playground** have a meaning even when seen without any context. These words if you observe carefully are nouns, adjectives, verbs and adverbs. These are called the **content words** which have meaning even in isolation. But the words like, 'on', 'in', 'the', 'is', etc. need some context to understand their meaning. These words are called **structural/ functional words**. These words are more frequently used and carry some grammatical meaning. These words, also known as **structural words**, are modals and verbs, determiners, prepositions and conjunctions. It is also important to work on these words which help to understand the meaning of the whole sentence.

Let us consider a passage from 'THE HOUSE SPARROW' (BLOSSOM, CLASS – V):

There are several birds which (are) very common (in) our locality. The house sparrow (is) one of them. Sparrows are found (in) plenty in our locality. They like (to) live with people. So they make themselves quite (at) home in houses. Their nests (can) be found in holes and niches in wall and (on) roofs.

In this paragraph, the underlined words such as 'several', 'birds', 'common', 'locality', 'house', 'sparrow', 'line', 'quite', 'nests', 'wall', 'roofs', are '**content words**', as they have a meaning even when seen without any context. But the words within brackets such as 'are', 'in', 'is', 'to', 'at', 'can', 'on' etc. can be understood only when there is a context. These are **functional** or **structural words** which are used more frequently and carry some grammatical meaning.



Activity Time

Now underline the content words and encircle the structural words in the given passage.



It was summer. A crow was very thirsty. He was flying in search of water. He saw a pitcher. He peeped into it. There was some water at the bottom. He was unable to drink it. He dropped some pebbles into the pitcher one by one. The water came up. The crow drank the water. He flew away.

‘The Thirsty Crow’, BLOSSOM, Class – II

Antonyms, Synonyms, Homophones and Homonyms

Synonyms and Antonyms

Synonyms are a group of words that are similar in meaning but not identical. They often have different implications and associations. For example, the words ‘steal’ and ‘rob’. Similarly, ‘angry’, ‘annoyed’, ‘upset’ and ‘irritated’ may be synonyms but each word differs slightly from every other synonym.

Some Exercises:

Let us match the following words with their meaning:

Words	Meaning
Flap	used flash crest of cocks
Wings	a place where birds live and lay their eggs
Strut	Walk proudly
Nest	The end/last part of an animal
Tail	The part with which a bird flies
Comb	Move up and down or from side to side

(‘He leaves the nest’, BLOSSOM, class –IV, p 100)

Match the words which are close in meaning

Region	total
Creature	area
Tired	idle
Collect	gather
Entire	sufficient
Enough	exhausted
Lazy	living beings

(‘The Ant and the Grasshopper’, Blossom, Class – V, p 73)

Antonyms

Antonyms are those words which are opposite in meaning. For example, 'hot' is the opposite of 'cold'. The real objects, pictures, charts, etc. can be used for discussing and explaining the concept of antonyms; e.g., a tall statue and a short statue, the picture of a boy and of a girl, the picture of a king and of a queen, etc.

Look at the following words:

increase	-	decrease
tall	-	short
fat	-	thin
in	-	out
front	-	back
day	-	night
up	-	down
above	-	below
blunt	-	sharp
artificial	-	natural
ability	-	inability
direct	-	indirect
human	-	inhuman
balance	-	unbalance/imbalance
mobile	-	immobile
moderate	-	immoderate
advantage	-	disadvantage
qualify	-	disqualify
able	-	unable
common	-	uncommon
responsible	-	irresponsible
regular	-	irregular
violence	-	non-violence
sense	-	non-sense
vegetarian	-	non-vegetarian

If we look at these words carefully, we shall find that each pair of these words is opposite in meaning to each other and there is some pattern in them. For example, 'decrease' is the opposite of 'increase', 'tall' is the opposite of 'short' and 'fat' is the opposite of 'thin'. These antonyms are different from those which are formed by adding prefixes like 'in-', 'im-', 'un-', 'dis-' and 'non-'.

Sometimes antonyms can be made by using prefixes such as – 'dis-', 'im-', 'in-', 'ir-', 'un-', 'dis-', 'non-'



Examples:

Ability	–	Inability
Advantage	–	Disadvantage
Violence	–	Nonviolence
Able	–	Unable
Mobile	–	Immobile

Antonyms can be made also by interchanging suffixes such as ‘-ful’ ‘-less’.

Helpful	–	helpless
Soulful	–	soulless

It is useful to remember that opposites of many words will not be formed by following rules.

**Activity Time**

- Tell the learners to form a circle
- Give them a ball
- Tell them that they have to speak the word and throw the ball to any other learner standing in that circle
- The boy who will catch the ball has to tell the opposite of that word
- The game will proceed like this

List some opposite words which you want to discuss with your fellow-learners. Ask them to read out the words and their antonyms in the list and to find out the way in which the antonyms have been made. Don't forget to mention that there are some words which don't follow these rules.

Homophones

Once, a teacher was dictating some paragraphs to the class and students were noting it down. When s/he tried to see what students had written, s/he found that students had made some errors. S/he observed that some students had written ‘there’ instead of ‘their’, ‘no’ instead of ‘know’, ‘write’ instead of ‘right’ and ‘one’ instead of ‘won’.

Why do you think the students made this kind of errors?

Consider the following list of words

A	B
1. great	grate
2. break	brake
3. there	their
4. stationary	stationery

Let's consider what is common in the different sets of words given above:

When we read these words, we notice that the pronunciation of these pairs of words is the same but if we go by the spellings, we can see that they are different. These kinds of words are called homophones. **Homophones** are pairs of words with identical sound but different spellings and different meanings. We can understand the syllable of words as 'Homo' meaning 'same' and 'Phones' meaning 'sound'. If we examine the above examples, we can conclude that the students have committed the error because the two words sound the same and they use the one, by replacing the other. Here the students were not able to understand the context of the text, and that is why they were unable to choose the appropriate word.

Students often feel confused about homophones. It is important and useful to make students acquainted with homophones so that they can use the words appropriately.

Here is a list of some more homophones:

- | | |
|----------------|--------------------|
| 1. new / knew | 2. accept / except |
| 3. sale/ sail | 4. fair / fare |
| 5. dear / deer | 6. here / hair |

There is no relation in the meanings of the words in each pair and the best way to clarify the meaning would be to use the words meaningfully.





Activity Time

- Make a list of homophones and write them on the chits.
- Shuffle the chits and distribute them among the students.
- Instruct your students to pronounce the word written on the chit loudly and find the student who is uttering the word which sounds the same and make a pair with him/her.
- Now the pair will sit together. Discuss the homophones (their pronunciation, spelling and meaning) of each pair and ask them to make some sentences by using the homophones.

It is very important to discuss the different meanings of the pair of homophones and identify the context in which they are used appropriately.

Homonyms

Homonyms are words that Spell the same and sound the same but they differ in meaning at the different places.

There are certain words which have the same 'form' but different meaning at different places.

Examples:

- Bat: A bat becomes blind during day. (creature)
I hit the ball with my bat. (an equipment)
- Hang: He hangs criminals. (executing capital punishment)
She hangs a painting. (tying with a nail on the wall)
- Present: He is present here. (not absent)
I gave him several presents. (gifts)

Make a list of words which have different meaning at different places.

Some more examples are - sentence, object, mean, matter, lie, light, long, low, hand.



Activity Time

- Write words on the chits and shuffle it
- Distribute the chits among the students
- Instruct to sit in pair
- Tell them to frame the sentences to clarify its usage and meaning at different places.

Word Formation

Read the following words:

suit - suitable - unsuitable

time - timely - timed - untimely

use - useful - usable - unused - unusable

man - mannish - manlike - unmanly.

As is clear from these examples, words in each group are associated with a common root word given in bold above and that each root word has certain group of letters either before or after it. In fact, in English there are two major ways to make new words namely, to add **prefixes** (before the root word) or **suffixes** (after the root word).

Prefixes

Prefixes are the letters which we add to the beginning of the word to make new words with different meaning. For example, if we prefix 'un' to the word 'able' we can form a new word 'unable'. Prefixes can make a new word which is opposite in meaning to the root/base word. It can also express the relation of time, place and manner.

Base /root Word	Prefixed Word	Type of meaning
Possible	Impossible	Opposite
Payment	Non-Payment	Negation
War	Pre-war	Time
Cook	Overcook	Manner
Terrestrial	Extraterrestrial	Place

Suffixes



A suffix is a letter or a group of letters added at the end of a word to make a new word. The new word form is often a different word class from the original word. For example –

Word	Suffixed Word	Changed Class
Forget; Use	Forget ful ; Use ful	Verbs to Adjectives
State Govern	State ment Govern ment	Verbs to Nouns
Complicate Create	Complication Creation	Verbs to Nouns

The suffixes often change the spellings of the base word. For example,

1. Beauty + ful; Duty + ful = Beautiful; Dutiful (y changed to i)
2. Able + ity; Possible + ity = Ability; Possibility (le is changed to il)
3. Permit + ion; Omit + ion = Permission; Omission (t is changed to ss)



Activity Time

Select some words keeping in mind the intended level of the learners.

Examples:

- circle - circular, table - tabular,
- situation - situational, condition - conditional
- appear - appearance, ignore - ignorance etc.

Discuss and analyze the pattern in the formation of these words. This will give an idea how a new word is created from the root word.

Some common suffixes in English:

- ‘-al’ refuse refusal
- ‘-dom’ king kingdom
- ‘-ism’ manner mannerism
- ‘-ship’ friend friendship



Activity Time

- Make a list of words nouns/verbs that can be changed by adding suffixes to them. Observe and discuss the pattern.

- Which stage of the above activities do you like most and why?



Summary

In this sub-unit we have discussed various ways/activities by which the teacher can enrich his/her students' vocabulary. We have focused specifically on how Activity Based Learning (ABL) can be used to develop vocabulary of the learners and how the learners' analytical skills can be used to enhance their word-formation ability. We have sought to establish that active participation of the learners is key to ensuring that they are on the right path of vocabulary enrichment. Through Activity Based Learning (ABL), they will easily create a knowledge base. It is an established fact now that if we pick words from our life and previous experiences, we get encouraged to search for new words and use them contextually.

Unit 4 B

Grammar in Context

In the vocabulary section, we have discussed that a child coming to school has already acquired her native language and is in a position to use it with adult like mastery. This implies that the child in a short span of time could master both vocabulary and grammar of the language, as much was needed for her everyday communication. The process of learning English in school is an absolute opposite of this. For a very long time teaching or learning grammar has been considered to be a boring job both for the teachers as well as for the learners. Studies have also shown this approach to be ineffective in the learning of a new language; (The teaching of grammar in English classroom is important because English for most learners coming from poor background in the rural, semi-urban and urban areas is almost a foreign language, and not a second language.) The exposure to English in the English classroom is highly limited and poor; it is not enough to help the learners to infer the rules on their own. Unless the learners get a rich and extensive exposure to the target language, they won't be able to infer the rules of the language. In such circumstances it becomes imperative for the teacher to help the learners know the rules of the language being learnt.



Need and Importance of Grammar in Language Learning

According to a linguist, grammar is a description of the rules that govern how sentences are formed in a language. It includes set of rules that underlie a language. Linguists define grammar as a set of components - *phonetics* (the production and perception of sound), *phonology* (how sounds are combined), *morphology* (the study of forms or how elements are combined to create words), *syntax* (how words are strung together into sentences) and *semantics* (meaning). Because all languages are characterised by these components, by definition, language does not exist without grammar.

A fluent speaker of a language in a way knows the grammar of that language, as s/he is able to make meaningful sentences. And yet, when asked to describe the rules s/he may not be able to do so. That's where grammar teaching becomes important. Grammar teaching in a way is a process of making the implicitly known rules of a language explicit to the learner. It then empowers the learner to constantly check herself whether what she says is exactly what she means. For example,

1. At eight years old, my father gave me a book of poems on my birthday.
2. When I was eight years old, my father gave me a book of poems on my birthday.

The first sentence is not clear as to who was eight years old when the poetry book was gifted. However, in the second sentence there is no such confusion. It is important for the learner to discover the rules of grammar, as this allows her/him to make newer sentences, and to express better what s/he wants to say. For example, the following sentences in a way imply the same thing and, in a way, bring out major differences:

- Tickets!
- Tickets, please.
- Can you show me your tickets?
- May I see your tickets?
- Would you mind if I had a look at your tickets?

Till a few decades ago, the language teaching classrooms were dominated by grammar teaching. With the coming of the notion of communicative competence, it was believed that knowledge of grammar is only one of the many components of ability to communicate meaningfully. Knowledge of appropriate application of grammatical rules will be acquired only through actual usage in meaningful and authentic situations.

Notion of correctness vs Notion of appropriateness



During a conversation we use a lot of sentences. A beginner is always worried about the correctness of her language. Here are two examples. Look at them carefully.

Example 1:

Ram and Radha are talking on phone.

Ram: Hello Radha, how're you?

Radha: I am fine. Thank you

Ram: Radha, can we see a film today?

Radha: Yes, we can see a film today.

Ram: What time are you free?

Radha: I am free anytime in the afternoon.

Ram: Shall we see Amrapali in Mona theatre today matinee show?

Radha: That will be great.

Example 2

Ram and Radha are talking on the phone.

Ram: Hello Radha, how are you?

Radha: I'm fine.

Ram: Radha, can we see a film today.

Radha: Yes, we can.

Ram: What time are you free?

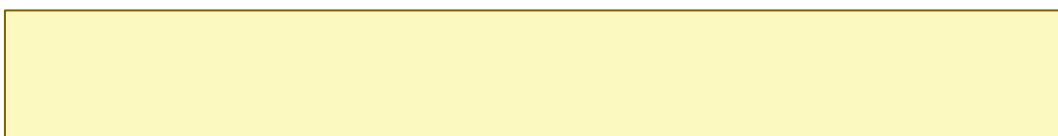
Radha: Anytime in the afternoon

Ram: Shall we see Amrapali in Mona theatre today matinee show.

Radha: Great.

In example 1 and 2, Ram and Radha are talking on the phone about their plan to watch a movie. In conversation 1, the replies of Radha are absolutely correct and fine examples of notion of grammatically correct sentences. On the other hand in conversation 2, the replies of Radha are not only correct but also appropriate.

For the learner the **notion of 'appropriateness'** (suitable or acceptable for a particular situation or person) is far more necessary than the **notion of 'correctness'**. 'Appropriateness' depends on the context, as well as the relationship between the speaker and the listener. Thus, a sentence which is 'grammatical' may not be 'appropriate', but an appropriate sentence, in most cases will be both grammatical and appropriate.



Traditional Grammar Vs Grammar in Context

According to Chomsky, the grammar of a language is acquired through abstracting a set of grammatical rules from language data, rather than through imitation. This sentence in a way points out to the existence of at least two approaches to grammar teaching: first, the learner is forced to learn the rules as told to her by the teacher and second the learner derives the grammatical rules from authentic language use. These approaches are also known as:

- Deductive approach
- Inductive approach

The deductive or rule driven approach to language teaching is thought to be traditional. Usually the lesson starts with an explanation of a grammar point followed by practice activities. Hence, **Traditional Grammar** has two advantages: (a) It gets straight to the point and can therefore be time saving and (b) Many rules can be quickly explained with the help of examples. The following example will help us understand these points more clearly:

Mr. Shashi Bhushan Pandey is an English teacher in Middle School, Saidpur, Nalanda. He wanted to teach the rule for making the past perfect tense in English. This is how the classroom interaction proceeded:

T: The past perfect tense in English is formed from the present perfect tense by first changing 'have' to 'had' and then adding the past participle form of the verb (i.e. 3rd form of the verb). For instance, 'everyone had left' and 'the film had started' are examples of the past perfect tense. So, what is the past perfect of 'they have gone'?

S: They had gone.

T: Good. The past perfect tense is used to talk about an event in the past that may have happened before another event in the past. For example, 'We were late. When we reached the theatre, the film had already started.'

T: Did the film start after we arrived at the cinema, or at the same time as we arrived, or before we arrived?

S: Before

T: Right

Obviously, **Traditional Grammar** is the rule-driven approach. Here the learners are presented with a grammatical rule and then are given exercises to practice the rule. This grammar has certain drawbacks as well. Some of the drawbacks are listed below:

- It encourages the belief that learning a language is a matter of learning rules.
- Encourages a teacher to point out all aspects of grammar.
- Long explanations of grammatical terms may confuse the beginners.

- It has no scope for including the knowledge of the language that the learner brings with her to the class.



Activity Time

Pick out some activities/exercises from your textbook that reflect this approach of teaching English.

Grammar in Context

Grammar in context is based on Inductive approach in which the rules of grammar are not told by the teacher in the beginning itself. These rules are inferred by the learners from exposure to a massive amount of authentic input. The input can be given by the teacher or generated in the class through student-teacher interaction. This discovery involves trial and error, with guidance and feedback from the teacher.

The basic aim of Grammar in context is to ensure meaningful learning of language and for this it is necessary that teaching should go beyond offering only 'factual knowledge' and engage the learners in creative thinking and doing.

Approaching grammar through context would create a meaningful environment for learners, which would help to make grammar teaching both effective and beneficial. Presenting and practising grammar points in context facilitates the acquisition of the target language. Krashen (1982) states that grammatical structures can be internalized if learners are situated in a particular context in which they use the structures for communication. A teacher, therefore, should provide such a beneficial learning context to show the learners how language functions in authentic situations and help them learn to use language for purposes.

Contextualizing grammar instruction provides many advantages and has important pedagogical implications.

1. Presenting grammatical structures through authentic text rather than isolated sentences enables learners to see how a particular structure functions in authentic situations. These meaningful texts selected also serve to help learners better understand the meaning of the structure. In this way, learners learn not only the form of the structure, but also its use and meaning.
2. The authentic texts adopted are also a good source of practice materials. They offer learners an ideal context for practising the grammar item and help to maintain a meaningful environment for learning. Therefore, it brings the practice closer to real life communication. Besides, the training of learners' four skills is also integrated into the practice activities. In learning to recognize and use the grammar item, learners are, meanwhile, practising



listening, speaking, reading and writing. The grammar point is thus extensively practised and well internalized.

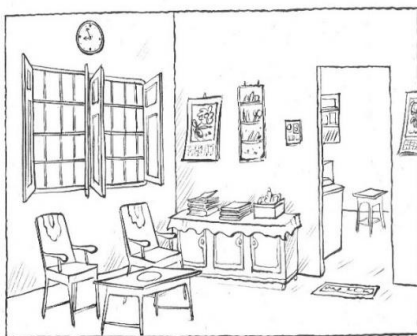
3. Approaching grammar from context can effectively arouse learners' interest. Meaningful texts instead of artificial sentences are used to present the grammar points. Besides, learners are also required to actively use the particular grammar knowledge to express their personal experience, to socialize and to communicate.
4. Teaching and practising grammar in context is also conducive to developing learners' habit of learning English in an active way. Learners' participation and involvement is emphasized. Before presenting a particular grammar item, learners are directed to take part in some discovery activities first, which are often exploratory and analytical in nature. After the presentation, learners are often directed to engage in a series of meaningful activities in given contexts, which provide them with valuable opportunities to actively use the grammar item and at the same time practise thinking independently and creatively. These activities are all learner-centred and they help to bring learners' initiative into full play.

A good example of teaching grammar in context would be: narrating the story in the first half of the period and then spending the other half of the period in discussing the characters and events. Here, asking questions aims at provoking responses from the students and thus helping them internalise the uses of language. Context for teaching grammar can be created also by showing pictures to the learners and eliciting responses from them. If we have a particular structure or grammar item in mind our questions need to be designed as such the students in their response unconsciously use it.

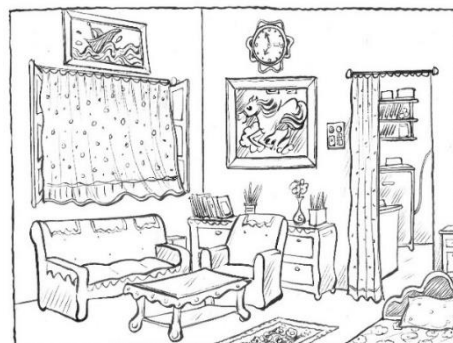
The drawings given below (Sample Grammar Lesson 1) can be used to speak or write about the changes that have come over time. In the process of talking about the changes, the students would with the help of the context develop a sense of the present perfect tense both in active and passive voice. A sample of teaching grammar in context is shown below:

Sample Grammar Lesson 1: 'Passive Voice'

Picture A



Picture B



1. Pre-grammar

- a) The teacher discusses the topic "Changes in People and Places Over the Years"
- b) The teacher shows two pictures of a room in a house owned by Arshad Reza. One picture was taken 20 years ago when he was not employed and the new one is after he is well settled in life. The old picture (Picture A) shows a very simple decoration while the new one (Picture B) displays a lavish interior. The teacher then asks them to compare the two pictures.
 - Do you find clock in the pictures?
 - Do they look exactly alike?
 - Are they hanging on the same wall?
 - Do you find chairs in any of the pictures?
 - What other changes do you notice in the given pictures?

(The teacher tries to elicit responses for letting the learners perceive the changes and express it using the structures they already know)

2. While-grammar

- a) This stage provides a context for input generation and an opportunity to notice the new grammatical structure. The teacher tells them they are going to learn a new structure (for the purpose of noticing) but does not mention the name of the structure (for motivational purposes).

The teacher makes a transition from the context created in 1.b in the pre-grammar stage to the grammatical point by showing the same pictures and telling the picture differences with "have/ has + V3" and "have/ has been + V3" :

- What has Arshad done to the chairs?
 - Have the chairs been kept in the new setting?
 - What has Arshad done to the clock?
 - Has the position of the clock been changed?
 - What changes have been made with the window?
 - Who has put the curtain on the window?
 - Has the condition of the owner improved?
 - Has there been a change in his fortune?
- b) The teacher, for clarification, asks some questions to ensure that the



meaning is clear.

Some examples:

- Was the sofa there in the room from the beginning?
- Is there a sofa now?
- Was the painting of the horse there 20 years ago?
- Is the painting there now?
- Did the room look royal earlier?
- Is the room royal now?

c) The teacher then asks them to respond to the following questions to elicit the passive voice structure:

- By whom have the chairs been removed?
- By what have the chairs been replaced?
- What renovations have been made to the window?
- By whom have the curtains been put on the window?
- Where have the curtains been put?

To ensure and cross check the learners' understanding of the structure (active passive of Present Perfect) as:

- What is the difference between;
- "Arshad has renovated the room" and "The room has been renovated by Arshad."
- "The sofa set has replaced the chairs" and "The chairs have been replaced by the sofa set".

Then the teacher asks, "When do you think we need the second structure? S/he also asks the learners to go through any text they have just studied and underline the sentences in the passive voice.

d) The teacher asks the learners to formulate the rule on the board for the given sentence providing help if needed.

The window has been renovated.

The chairs have been removed by Arshad.

A sofa set has been put in the room.

S + has + been + V 3 ...

(Note: The while-stage may involve production of the new structure through some questions about the pictures. In this case, however, the purpose is to confirm whether the meaning has been clarified.)

3) Post Grammar Stage

The teacher asks learners to walk around and ask questions to the classmates.

Find someone _____ (Classmates name)

- Who has been given a new shirt?
- Who has been given a compliment?
- Who has been marked very good by the teacher?
- Who has been requested to help someone?
- Who has been given *puri sabji* in the lunch box?
- Who has not been given any lunchbox today?
- Whose lunchbox has been shared by friends?

The teacher assigns an incomplete writing task and asks them to complete it using some cues and the present perfect passive tense as in the following:

The classroom has been rearranged by our class teacher

- The seating arrangements have been changed.
- New groups have been formed.
- -----
- -----
- -----
- -----
- -----

Conclusion

To ensure effective grammar teaching learning environment teachers should provide meaningful inputs through context and provide an opportunity to put grammar to use, and relate grammar teaching learning to real life situations. This is best achieved if grammar teaching is treated in the same way as the teaching of the four skills; obviously this involves smooth and organized transitions of pre-, while- and post grammar stages. It is important to note that pattern practice alone is not enough. It should exist within comprehensible context by choosing authentic texts. These meaningful texts selected also serve to help learners better understand the meaning of the structure. In this way, learners learn not only the form of the structure, but also its use and meaning. Use of authentic texts for teaching grammar brings the practice closer to real life communication. Approaching grammar from context can effectively arouse learners' interest. Also, the learners are required to actively use the particular grammar knowledge to



express their personal experience, to socialize and to communicate. Teaching and practicing grammar in context is also conducive to developing learners' habit of learning L2 in an active way.

Grammatical Items:

Here, the focus is on introducing some grammatical items such as **types of sentences, time and tense, parts of speech, subject-verb agreement, transformation of sentences** including **voices, direct and indirect speech, linkers, modals, prepositions and prepositional phrases**. These grammatical items enlisted in the syllabus are not new at this level. All the items are there in *Rainbow English Grammar* developed by SCERT and published by Bihar State Textbook Publishing Corporation Limited which you have already studied at the senior secondary level. Hence, these items are only given in brief sketches. Consult a good Grammar book or the book just mentioned. Keeping in mind the sample presentation of grammar in context, think of strategies to contextualize these grammar items for the sake of effective teaching. The first item has been dealt with in some details to give you another view of the topic.

Types of sentences

Read carefully the following conversation between Amrit and Pragya.

- Amrit: Pragya, I'm feeling very hungry. (Statement)
Let's have our lunch. (Imperative)
- Pragya: I too feel very hungry, Amrit. (Statement)
What have you brought in your tiffin? (Interrogative)
- Amrit: Maggie.
- Pragya: Oh! That is great! I love it. (Exclamation)
I have also brought *paratha* and *bhujia*. (Statement)
- Amrit: Aha! That's good. (Exclamation)
Let's start. (Imperative)
- Pragya: Yummi! God bless you! (Optative)

The conversation between Amrit and Pragya provides the context for introducing the types of sentences. If we draw the attention of the learners to the types of sentences used in the conversation, they will point out the five types of sentences, of course not the names of these types. We can ask them to place the sentences in different groups such as

Group A	Group B	Group C	Group D	Group E
I'm feeling very hungry.	Let's have our lunch.	What have you brought in your tiffin?	Oh! That is great!	God bless you!
I too feel very hungry, Amrit.	Let's start.		Aha! That's good	
Maggie.			Yummi!	
I love it.				
I have also brought <i>paratha</i> and <i>bhujia</i> .				

This activity will at least give the learners an idea that there are five types of sentences. What we, as a teacher, need to do here is to provide names for these different types of sentences: **Statement**, **Interrogative**, **Imperative**, **Optative** and **Exclamatory**. From here we can take them to the nature and structure of different types of sentences.

Statements are the most common sentences and they just say something. They may be assertive or negative with slight changes in structures:

I have informed the students.

I have not informed the students.

An **Interrogative** sentence asks questions:

Are you alright?

Do you want any help?

What does Pragya like to eat?

What has Amrit brought?

Again, the attention of the learners can be drawn to the two types of questions – one beginning with a helping or auxiliary verb and another with a 'wh' word (what, when, why, who, how). It is also important to draw the attention of the learners to the types of responses they demand: only 'yes'/'no' or some pieces of information.

An **Imperative** sentence gives command, advises, instructs, requests, proposes and forbids:

Come here.

Please convey my regards to your parents.



Do not disturb me.

Let's start.

An **Optative** sentence expresses wish, good wishes, blessing, curses etc:

God bless you!

May you succeed in your life!

Exclamatory sentences are used to express strong emotions and feelings, passion, wonder, fear or grief.

Aha! It's so nice.

Bravo! We have won the match.

Alas! He is no more.



Assessment

Write the type of following sentences: -

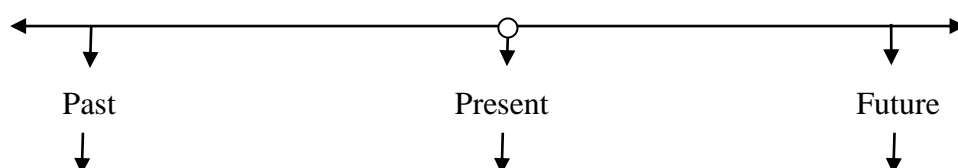
- (i) I want those sweets, Papa.
- (ii) Do flies make sweets dirty?
- (iii) Alas! I lost my purse.
- (iv) Sangita doesn't like dancing.
- (v) Be kind to the poor.
- (vi) We should keep our hands clean.
- (vii) Oh no! You won, said the "Little red Hen".

Time and Tense

Time is a concept related to our perception of reality; it is a dimension in which an event happens. Tense is marked by verb inflection and expresses when an action happens. The time of action is said to be tense.

Time is measured in hours, minutes and seconds. Tense refers to a period of time e.g., 3:00 pm yesterday to 10:30 am tomorrow. Time is meaning oriented where tense is form oriented.

There are three times



Something already taken place Something taking Something will
place live take place later

But in tense only two English tenses are marked by the inflection of verb:-

Past and present tense.

The future time is expressed with the modal (shall/will), the present continuous tense may refer to either present or future tense.

Eg. "What are you doing?" "I'm reading" (present reference)

"What are you doing on Wednesday evening?" "I'm visiting my Grand Ma."

(Future reference)

Chart (to be designed as follows)

		Aspect			
		Simple	Perfect	Progressive	Perfect Progressive
		"tensed"	"tensed" have + Past Participle	"tensed" have + ...ing	"tensed" have + been + ...ing
Tense	Present	write/writes walk/walks	have/has written have/has walked	am/are/is writing am/are/is walking	have/has been writing have/has been walking
	Past	wrote walked	had written had walked	was/were writing was/were walking	had been writing had been walking
	Future	will write will walk	will have written will have walked	will be writing will be walking	will have been writing will have been walking

Assessment

Supply correct form of verb given in brackets:

- (i) He (go) to school yesterday.
- (ii) She was (write) letter to her mother.
- (iii) I had (pass) the examination last year.
- (iv) He will (go) home tomorrow.
- (v) Sun (shine) in the sky.
- (vi) He has (give) me a pen
- (vii) I have been (five) in Patna since January.
- (viii) You are (watch) T.V
- (ix) They will have (hear) this story.

(x) He will have been(read) a novel for two days

Parts of Speech

The sun shone brightly and all creatures were happy. The grasshopper was relaxing and playing music happily. He was content to play music and sit in the sun. (Blossom, Class – v)

Parts of speech	Words from above passage
Noun	Seen, music, grasshopper, content
Pronoun	He
Verb	Shone, sit, play, was, playing
Adverb	Brightly
Adjective	Happy, all
Preposition	To, in
Conjunction	And
Interjection	Ha! ha! Ha! Hurray. I won the game

The above box indicates that there are eight types of “Parts of Speech”, some modern grammar includes “Determiners” also among the parts of speech.



Assessment

Write a paragraph using all parts of speech given above in the box.

Subject and Verb Agreement

We know that, ‘a verb must agree with its subject in number and person.

Look at this extract from the chapter ‘Monu and Bhonu’ in Blossom (Page 86, Class III chapter 17)

A scene of the Village Panchayat

The scene in the picture is: There are so many people some are sitting and some are standing. There is a tree also. The person wearing red jacket is the Sarpanch. He looks serious. The scene is of a village Panchayat. In a village Panchayat some disputes are heard from both sides of the petitioner and the Sarpanch takes decision on the basis of proof and witness. Men and women are listening to both the parties.



Draw the attention of the learners to the underlined phrases such as:

scene is

There are so many people

some are

some are

There is a tree

The person ... is the Sarpanch

He looks serious.

some disputes are heard

the Sarpanch takes decision

Men and women are listening to both the parties.

On the basis of these sentences we can infer that:

- 'are' is used with plural subject and 'is' with the singular subject
- If two subjects are joined by 'as well as', the verb agrees with the number and person of the subject placed first.
- The verb s/es/ies is used with singular noun and the third person singular pronoun (he, she, it)
- Base Verb is used with I, we, you, they, and the plural subject.
- Two or more nouns joined by 'and' require 'are', 'were', 'have,' etc.



- A collective “noun” takes a singular verb when the collection is thought of as one whole.



Assessment

Rita gives her introduction in English when she comes first time to her school. However, she makes some errors because she doesn't know “how to make subject agree with its verb properly”. Read the paragraph carefully and correct, keeping in mind the subject verb agreement:

My name am Rita. I reads in class –III. My father's name are Ram Prasad. I is nine years old. My brother and I obeys my parents. My class teacher's name are Sarita Sinha. She are a good teacher.

Transformation of Sentence

When we construct a sentence, we use different grammatical items especially with active and passive voice and direct to indirect speech. We have already dealt with voice. Now we shall take up only direct and indirect speech:

Direct and indirect speech

The wolf said “let me in, let I in, little pig or I'll huff and I'll puff and I will blow your house in.”

(Lesson 14 class 5)

The sentence is in direct speech because the words of the sentence are exactly as told by the speaker. If we change it into indirect speech we will have to change certain words: -

The wolf asked/told/ ordered the pig to allow him to come in or he would puff and he would huff and he would blow his house in.

Now we can safely infer that

- In the first sentence ‘said’ is changed into ‘asked’/ ‘told’/ ‘ordered’, and
- ‘let’ is removed and ‘to allow’ is placed there
- I – he, me –him, will - -would, your – his are changed also.

Direct speech is changed into indirect speech using certain conventions:

I write home work every day and my teacher said, “Well done! my boy”.

The sentence will be changed as follows –

He said that he wrote home work everyday and his teacher applauded the boy had done well

In the sentence, “ ” (inverted comma) is changed into ‘that’ and write is used as wrote in past tense. Again ‘said’ changed into ‘applause’ (in the sense of appreciating) and ‘my boy’ into ‘the boy’. The sentence changed into simple present to simple past.

Direct Speech



Present simple

" I work hard "

Present continuous

"I am working hard"

Past simple

" I work hard "

Indirect Speech



Past simple

He said that he worked hard.

Past continuous

He said that he was working hard

Past perfect

He said that he had worked hard.

Changing of Adverb

Direct speech	Indirect speech
Now	Then
Here	There
This	That
These	Those
Ago	Before
Thus	So
Today	That day
To night	That night
Yesterday	The day before, the previous day
Tomorrow	The next day
Last week	The week before





Assessment

Change the following sentences into Indirect Speech.

- I. The father said, "Take off your shoes."
- II. He said, "I will clean the black board."

Linkers

The function of linkers is to join or link two sentences, words or clauses.

E.g., My father is sitting on a sofa and my mother is sitting in a chair.

In this line 'and' joins two sentences.

Some linking words

- I am happy **AND** excited.
- I am happy **FOR** your achievement.
- I am happy **BUT** nervous.
- I am happy **WHEN** it's Sunday.
- I am happy **DESPITE** the rain.
- I am happy **BECAUSE** it's holiday.
- I am happy **EVEN THOUGH** I am tired.
- At once Shankar knew **THAT** they were thieves.
- You can come with us **IF** you like.
- I know the person **WHO** met us yesterday.
- The bell rings up **WHEN** children come in.



Assessment

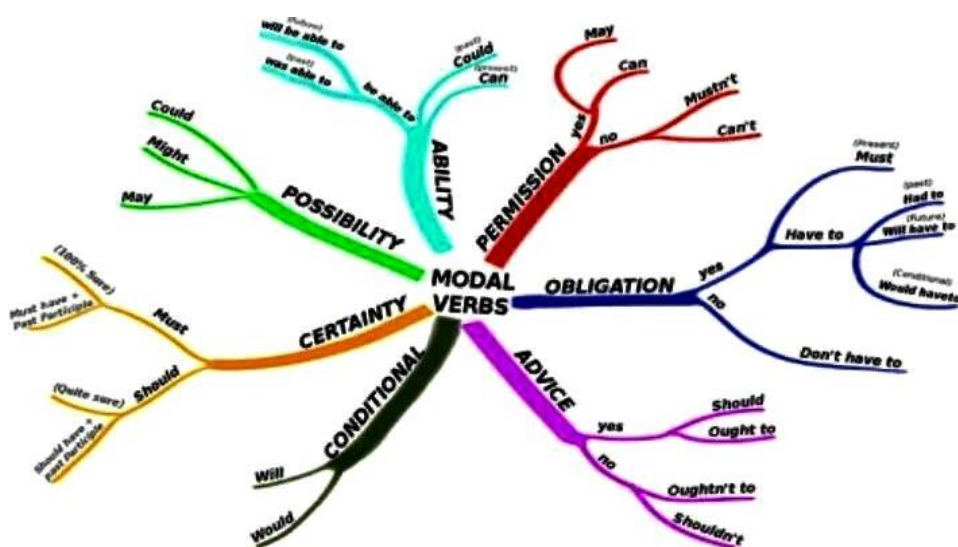
Combine these sentences with suitable linkers:

- (a) Let's go home. It is night
- (b) Birds can fly. Animal cannot fly
- (c) He is poor. He is happy
- (d) Wait here. I'll return soon.
- (e) People say. Honesty is the best policy.

Modals

There are 13 modals – can, could, may, might, shall, should, will, would, must, dare, need, ought to and used to. These modals are followed by verb in the present form.

- | | |
|--------------------------------|-----------------------|
| (a) May, I come in? | (Seeking permission) |
| (b) The baby can walk now. | (ability) |
| (c) Both of us will catch cold | (future time) |



Assessment

❖ Tick the correct modal in below sentences: -

- (i) May /might I put my head and neck inside the tent?
- (ii) You wouldn't/can't come in.
- (iii) We must/ought to respect our elders.
- (iv) Would/may I go out?

Prepositions:

The pen is **on** the table.

Don't forget to bring a dictionary **with** you.

The dog is **under** the table.

The books are **in** the bag

The fridge is **near** the table.

The bulb is **above** the table.

The chair is **behind** the table.

The dog runs **after** the cat.

This book is **for** my friend.

Can you come **to** me?

The building is **in front of** a big garden.

In the above sentence words like **in, on, at, from, under, above, for, to behind, near, of with**, etc. are prepositions. A preposition is a word that is placed before noun or a pronoun to link it with some noun or pronoun.

List of Prepositions:

Prepositions			
aboard	aside from	by means of	in spite of
about	as of	concerning	instead of
above	at	considering	into
according to	atop	despite	in view of
across from	barring	down	like
across	because of	during	near
after	before	except	nearby
against	behind	for	next to
ahead of	below	from	of
along	beneath	in	off
alongside	beside	in addition to	on
along with	besides	in back of	on account of
amid	between	in front of	onto
among	beyond	in place of	on top of
apart from	but	in regard to	opposite
around	by	inside	out
out of	regarding	to	unto
outside	round	together with	up
over	since	toward	upon
owing to	through	under	with
past	throughout	underneath	within
prior to	till	until	without



Assessment

Fill in the blank with suitable preposition.

I am Shubham, I live Darbhanga., summer I like ... Travel Shimla, my family. Last summer I took a train Delhi,..... Shimla. The station we went to our hotel bus. We stopped A small restaurant lunch. The driver parked the bus The restaurant.

Prepositional phrases

Prepositional phrase is a group of words that begins with a preposition and ends with a noun or pronoun. The whole phrase functions either as an adjective or an adverb. All of these prepositional phrases modify the subject of the sentence

E.g., The blue birds *in the sky* were chirping.

The boy *at the door* is a football player.

A happy boy *runs down the street*.

The child climbed *up the tree*.

Assessment

Conclusion:

- In this unit we have discussed various ways/activities by which the teacher can enrich her students' vocabulary.
- We have focused specifically on how Activity Based Learning (ABL) can be used to develop vocabulary of the learners and how the learners' analytical skills can be used to enhance their word-formation ability.
- There is no doubt that the knowledge of the grammar of a language is very important for a language learner. In the first language learning situation, it is mostly acquired unconsciously. But in the case of the second and foreign language learning and teaching, it is mostly taught explicitly.
- In this unit we have also discussed how we can improve our grammar through context and able to distinguish notions of correctness vs. appropriateness.
- Different types of activities, exercises, descriptions and diagrams/charts helped us to understand our improve concept of grammar in teaching.



Assessment

A. Answer the following questions in about 200 words:

1. What do you understand by Homophones? Explain with examples.
2. Write a note on word formation.
3. Write a note on the need and importance of grammar in language learning.
4. Explain with examples what you understand by grammar in context.
5. Distinguish between traditional grammar and grammar in context.

Tense
LISTENING



Grammar

NOUN
Writing

Tense



Language
Words

Verb
Speaking



Skills
Reading

Reading



B. Answer the following questions in about 100 words:

1. Make a list of the English words which we usually hear around us.
2. 'A word in the mind is more than its meaning.' Exemplify.
3. Distinguish between active and passive vocabulary.
4. Distinguish between content words and function words
5. Write a brief note on the notion of correctness vs. notion of appropriateness.
6. Write a brief note on types of sentence.



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Tense
LISTENING

Grammar

NOUN

Writing

Tense



Language

Words

Verb

Time

Skills

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**State Council of Educational Research & Training
(SCERT), Mahendru, Patna (Bihar) - 800006**

