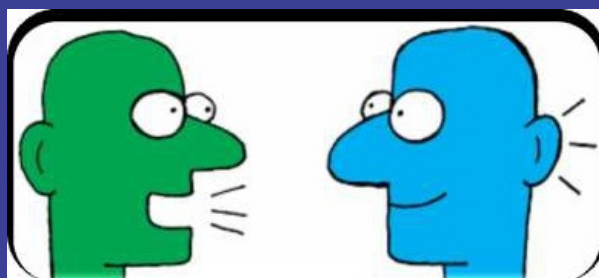


MODULE 1
LISTENING AND SPEAKING
PEDAGOGICAL INTERVENTION
&
ASSESSMENT



स्वाध्यायान्ता प्रमदः

STATE COUNCIL OF EDUCATIONAL RESEARCH TRAINING
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MODULE 1
LISTENING AND SPEAKING: PEDAGOGICAL
INTERVENTION AND ASSESSMENT.

CHIEF ADVISOR

Ms. Punya Salila Srivastava, Secretary, (Education), GNCT of Delhi

Ms. Saumya Gupta, Director of Education, GNCT of Delhi

Ms. Anita Satia, Director, SCERT, delhi

GUIDANCE

Dr. Nahar Singh, Joint Director, SCERT

COORDINATOR and EDITOR

Ms. Ritika Dabas, Senior Lecturer, SCERT

Dr. Meena Sehrawat, Sr. Lect. DIET Ghumanhera

EXPERTS

Dr. R. Meganathan, Associate Professor, NCERT

CONTRIBUTORS

Ms. Ritika Dabas, Senior Lecturer, SCERT Dr. Meena Sehrawat, Sr. Lect. DIET Ghumanhera

Ms. Neelam Kulshreshtha, PGT Ms. Rekha Rani Kapoor, PGT, DOE

Ms. Nirmal Bjalla, Retd. Vice Principal

CREATIVE CONSULTANT

Mudita Kulshreshtha

PUBLICATION INCHARGE SCERT

Sapna Yadav

PUBLICATION TEAM

Navin Kumar, Radha and Jai bhagwan



HIGHLIGHTS

MODULE 1

Listening and speaking: Pedagogical intervention and Assessment.

- v Listening Skill
- v Speaking Skill
- v Public Speaking
- v How to teach vowel

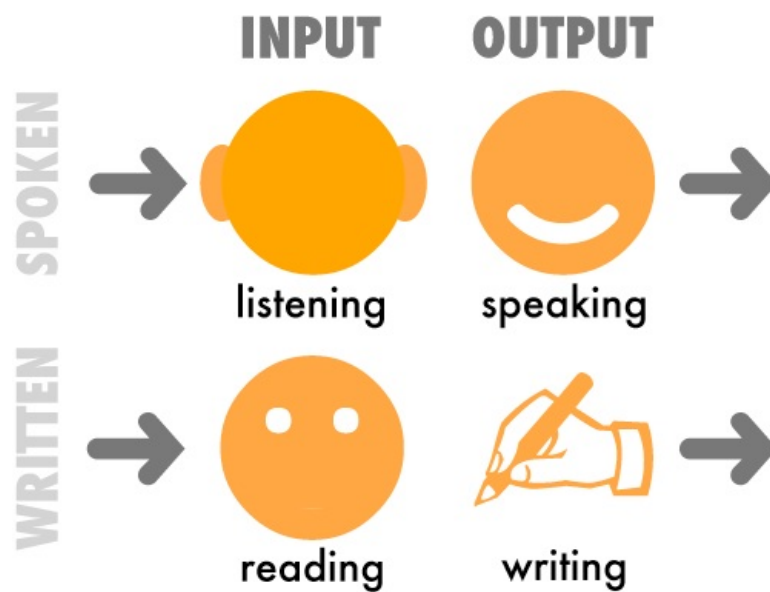
MODULE 2

Developing Reading Skills

- v Enhancing reading skill
- v Understanding poetry
- v Study Skills
- v Selecting a reading

MODULE 3

v Enhancing writing



MODULE 4

Grammar and vocabulary enrichment

v Vocabulary

v Grammar

v How to teach

MODULE 5

Text Books at a glance

v Literature in language classroom

v Teaching literary prose/story

v Framing questions

v Novel ways of teaching novel

MODULE 6

v Preparing question paper

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1. English Language Education at Senior Secondary Stage

English language at the Senior Secondary Stage

When our learners reach senior secondary stage they have undergone at least eight to ten years of learning English as a language. They have been exposed to English language and they can read and write and are expected to speak the language well. However, this is not always the case. There are situations where our students find it difficult to use the language well, be it reading, writing or speaking. We, teachers need to provide such opportunities for learners to get engaged with language and this happens by use. Learners need to use the language for their reading, writing, speaking, listening and learning other content subjects. Senior secondary stage makes it imperative on the part of our learners to read and use language as much as possible on their own for academic and other real life situations. We need to introspect how far we can create opportunities which enable them to use language. Textbook is not the only material for language learning. A good teacher needs to design worksheets and activities for use by learners to engage with language. This will make them good language learners and the language needs of learners will be enhanced as they enter university education or job market.

As a teacher we must provide them with the situations in which they can use the language in different contexts. Learners need to use the language in meaningful contexts in order to learn the language well.. It is generally observed by us while teaching that the learners may not know the structure and functions of the words they are using, but they know their meaning. The purpose is communication in a context. During the process, learners use phrases and sentences known as language chunks. The learners learn the language subconsciously without any anxiety and they start using them spontaneously in their conversations. We, as a teacher, should use their comprehensible input for further language learning situations. This 'input rich environment' where the language is seen, noticed and used by the learners helps them to learn the language and enhance the proficiency. It is just not enough to provide language rich input in the classroom, it is also necessary for the learners to interact with their peers ,the teachers and within the community. As per Vygotsky social interaction provides the substantive means by which learning occurs. This is based on his sociocultural theory, that social interaction is the most important stimulus for all learning. Two central concepts are "scaffolding" and the "zone of proximal development." "Scaffolding" refers to the way in which, with support from others, learners can reach levels of achievement which they would be unable to reach independently. This support often comes from teacher, parents and learners themselves may also provide it for each other. The "zone of proximal development" is the domain of performance that a learner cannot yet achieve independently but is capable of achieving with the help of scaffolding.

3. Language Education in National Curriculum Framework (NCF) – 2005

National Curriculum Framework - 2005 recommends a more holistic perspective on language proficiency and the need to support the learner with authentic contexts so that they can connect with their experience and life. Aspects of language should not be seen as discrete skills (like listening, speaking, reading and writing) After all, when we are Speaking, we are also simultaneously Listening and when we are Writing, we are also Reading in a variety of ways. And then there are many situations (e.g. friends reading a play together and taking notes for its production) in which all the skills work in conjunction with a variety of other cognitive abilities. NCF2005 defines the objectives of language teaching-learning holistically as:

The Objectives of Language Teaching

a)The competence to understand what they hear: They should be skilled at listening and Understanding in a non-linear fashion by making connections and drawing inferences.

b) Ability to read with comprehension: They should be able to construct meaning by drawing inferences and relating the text with their previous knowledge. They must also develop the confidence of reading the text with a critical eye and posing questions while reading.

c) Effortless expression: They should be able to employ their communicative skills in a variety of situations and they must be able to engage in a discussion in a logical, analytical and creative manner.

d) Coherent writing: The learner should develop the confidence to express their thoughts effortlessly and in an organized manner. They should be able to use writing for a variety of purposes and in a variety of situations ranging from informal to very formal. This is possible only if the learners' writings are seen as a process and not as a product. Children tend to improve their own output when they are given sufficient freedom and time to edit what they have written. Language teachers are encouraged to look at errors as stages in the process of learning.

e) Creativity: In a language classroom, a student should get ample space to develop his/her imagination and creativity. Classroom ethos and teacher-student relationship build confidence in the latter to use his/her creativity in text transaction and activities uninhibitedly.

b) Sensitivity: Language classroom and texts have a lot of scope to make students sensitive towards their surroundings, their neighbors, and their nation.

(You may refer to National Curriculum Framework - 2005 and the position papers teaching of English and Indian languages at www.ncert.nic.in)

4. Why this training package and How to use the module?

The module for the teachers of English at the senior secondary stage has been designed keeping in mind the needs and demands of learners and teachers. Each module presents (pedagogical) ideas on Reading, Writing, Listening, Speaking, Vocabulary, Novels, Textbooks ,activities/ tasks for classroom use and reflections. This will be helpful for teachers to develop their understanding on different pedagogical interventions and practice these in their classrooms. Also there are assignments and projects for self learning.

There are total six modules in this training programme, out of which each teacher has opted for any two of the following modules:

- I. Listening and Speaking: Pedagogical Interventions and Assessment
- II. Developing Reading skills
- III. Enhancing Writing skills
- IV. Grammar and Vocabulary Enrichment

V. Textbooks at a Glance

VI. Novel Ways to Teach Novels

It is expected that the teachers:

• read the modules well and have interaction with their colleagues during the training sessions;

• reflect on the activities and assignments in order to make use of them in their classroom and design their own activities for their classroom use;

• read further the materials / book suggested at the end of each module as resource materials; and

• form groups, both on line and off line to continue the discussion and share ideas and activities which they carry out in and outside the classroom with learners and with other teachers.

We invite suggestions and comments for the improvement of these modules. You may email your queries and suggestions at the following email ID.

ritikascert@gmail.com

meenasehrawat24@gmail.com



LISTENING SKILLS

CONTENT

1. Introduction
2. Objectives
3. What is listening?
4. Bottom up and top down processes
5. Intensive and extensive
6. Activities for enhancing listening skills
7. Reflect
8. Further reading

1 INTRODUCTION

Listening is the first and foremost component and skill in learning a language. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. Listening is the receptive use of language, and since the aim is to understand speech, the focus is on meaning rather than language (Cameron, 2001). Listening is the ability to identify and understand what others are saying (Saricoban, 1999). Listening changes spoken language into input so as

to enable the listener to decode, comprehend, and if needed, respond to the input.

Good listening focuses on understanding the speaker's perspective. Failing to understand the message leads to many arguments, misunderstanding and complications. Contrary to the old belief that listening is a passive exercise and the listener simply recognizes and decodes sounds; listeners play an active role and perceive sounds by using internal articulation rules to decode speech (Crystal, 1997).

2. OBJECTIVES

After going through this module, the teachers will be able to:

- understand the importance of learning the skills of listening and speaking in language learning
- get familiarized with various strategies involved in listening and speaking and to enable learners to learn and use them in contexts
- explore the content of text books in terms of conducting listening and speaking activities and to develop listening and speaking activities beyond the textbooks for promoting English language learning from other sources such as newspapers, magazines, posters, radio; and
- evolve strategies to assess listening and speaking as part of language learning

3. WHAT IS LISTENING?

What do we do when we listen to someone speaking or listening to radio news or a song?

We try to:

- retain the ideas
- remember the key words used
- pay attention to the order in which the ideas and words are used
- remember the time reference
- understand the tone and rhythm of the speech / talk

The listening process can be broken up into five stages as given below. We may need to involve in all the five stages or some of the five listed below. These micro skills are to be mastered by our learners in order to become good listeners.

- **Receiving** - It includes the act of absorbing the information being expressed to listener.
- **Understanding** - The listener is able to plan his/ her response. The listener begins to process the meaning of the message.
- **Remembering** - It includes retaining the information
- **Evaluating** - The listener begins to evaluate the message in terms of analyzing it with respect to fact/opinion, prejudices, exaggerations, biases, speaker's intent and so on.
- **Responding** - The listener is aware of the circumstances and contextual significance of the words and prepares himself / herself to address the speaker's most important points.

Difference between Hearing and Listening

Hearing	Listening
1. It is a physical act depending on the ears.	1. It is a skill that involves receiving, interpreting and responding to the message sent by the communicator.
2. It happens automatically.	2. It requires the conscious involvement of the listener, the acknowledgement of understanding and response.
3. It requires no special effort as such from listener.	3. The listener has to engage in various processes such as hearing, analyzing, judging and concluding.
4. It is a passive process.	4. Listening is an active process in which the listener plays an active role in constructing the overall message exchanged between the listener and the speaker.

4. BOTTOM UP AND TOP DOWN PROCESSES

Let's now see the two ways we listen to people or any sound in different contexts.

❖ Bottom-up processing

In order to understand listening processes, we have to understand how spoken discourse is different from a written one and what problems it poses for listeners. Since spoken discourse is usually instantaneous, a listener has to process it immediately as he has no chance to listen to it again. Two different kinds of processes are involved in understanding spoken discourse. These are **bottom-up and top-down processing**. Bottom-up processing uses the incoming input as the basis for understanding the message. Comprehension begins with the data received, and analyzed. Listeners hear and analyze sounds, words, clauses, sentences, texts to understand the meaning of what he listens to. Comprehension is viewed as a process of decoding. A listener's lexical and grammatical competence in a language provides the basis for bottom-up processing. The input is scanned for familiar words, and grammatical knowledge is used to understand the relationship between elements of sentences (Clark and Clark 1977). Bottom-up strategies are, thus, text based; the listener concentrates on the language in the message (combination of sounds, words, and grammar that creates meaning). Bottom-up strategies include

- listening for specific details
- recognizing cognates
- recognizing word-order patterns

Here is an example

Suppose a teacher tells the following to the class: "The person I met yesterday in the market told me that he lived in a village which was not very far from the office he worked in." We have to break this sentence into different components. This breaking of a sentence into different components is called chunking. This sentence will have the following chunks

The person
I met in the market
Yesterday
Told me
He lives in a village
Office not very far from the village

The listener would reorganize the chunks:

I went to the market yesterday.
I met a person there.
They talked.
He told that he lived in a village.
He worked in the office.
His village is not very far from the office.

A listener would remember the chunks and not the form or the sequence in which it was said and heard. His knowledge of grammar helps him in identifying the chunks; the speaker also assists him in this process through intonation and pausing.

❖ Top-down Processing

Top-down strategies are listener-based; the listener is provided background knowledge of the topic, the situation or context, the type of text, and the language. The approach is based on the assumption that background knowledge is required to understand the meaning of a message. This background knowledge raises expectations that help the listener to interpret what is heard and anticipate what will come next.

Bottom-up processing goes from language to meaning; top-down processing goes from meaning to language. Background knowledge may take several forms. It may be previous knowledge about the topic of discourse, it may be situational or contextual knowledge, or it may be knowledge in the form of "schemata".

Here is an example of Top-down processing.

Suppose a friend tells a story that while travelling in Metro train she was holding her mother's hand but while boarding the train, due to rush her mother boarded the train and she was left at the station and the problems which she faced. You listen with interest and interject at appropriate moments, may be to express surprise or sympathy.

You use your background knowledge in understanding the meaning of the message. Background knowledge consists of context, that is, the situation and topic. Once the topic has been established, our knowledge of the kind of things that can happen in such situation comes into play and helps us to fill out specific details. The way you listened to this incident is based on the assumption that background knowledge is required to understand the meaning of a message and could be characterized as top-down listening.

Even in real-life listening, our students will have to use a combination of both the processes by using their knowledge of context and co-text, they should either be able to guess the meaning of the unknown word, or understand the general idea without getting distracted by it. Some other examples of top-down listening activities include putting a series of pictures or sequence of events in order, listening to conversations and identifying where they take place, or inferring the relationships between the people involved etc.

Top-down strategies include:

- listening for the main idea
- predicting
- drawing inferences
- summarizing

❖ Principles of Bottom-up and Top-down Processing

Bottom-up (Focus on Words and Phrases)	Top-down (Focus on Overall Meaning)
1. Importance is given to individual linguistic components of discourse.	1. Importance is given to speaker's purpose and the topic of the discourse.
2. Comprehension is considered as a process of decoding messages moving from phonemes to words, phrases, clauses and other grammatical elements to sentences.	2. Comprehension is considered as a process of activating listener's background information and schemata* (i.e. prior knowledge about the context and the topic) for an understanding of the message.
Bottom-up Activities	Top-down Activities
1. Identify sounds or lexical items according to their linguistic functions.	1. Identify speaker's objectives and purpose or the main idea of discourse.
2. Use phonological cues to distinguish between positive and negative sentences or statements and questions.	2. Use schemata to infer the contextual information from what one listens to.
3. Activities are designed to help learners develop their phonological, lexical, and grammatical knowledge.	3. Activities are designed to help learners develop their pragmatic and discourse knowledge.
4. These activities are often used for learning pronunciation	4. These activities are used for improving communicative skills; the focus is on meaning and not form.

5. INTENSIVE AND EXTENSIVE LISTENING

❖ Intensive listening

In the Classroom, teachers may read out a story, an event or a process which the learner listens for meaning. Teachers may also use audio material on tape, CD or hard disk when they want their students to practice listening skills in the classroom. They need to ensure that everyone can hear. Listening in the classroom may create problems in big classrooms with poor acoustics.

The purpose will be defeated in such a situation. Another problem with recorded material in the classroom is that everyone has to listen at the same speed, a speed dictated by the recording, not by the listeners. Teachers should keep in mind the listening speed of listeners.

How Many Times?

We need to know the number of times we have to read out or play the audio tracks that we ask learners to listen to. Since in real life, discourse is rarely replayed, we must encourage students to get as much information as they can from a single hearing (Penny Ur, 1996). Since extracting general or specific information from one listening is an important skill, learners need to be trained, to listen effectively.

Intensive listening: 'live' listening

Teachers may invite members from the local community, who are achievers, to the class to talk to students. They will have face-to-face interactions while listening. They can thus practice listening repair strategies, if they need to develop the skill efficiently (Field, 2000). Students can also indicate by their expressions and body language, if the speaker is going too slow or too fast.

Live listening can take the following forms:

- **Read aloud:** The teacher may read aloud to a class. Even students from the same class may be asked to do so.
- **Story-telling:** Teachers, students from the class or community members may be invited to tell stories which provide excellent listening material. Students can be asked to predict what is coming next, describe people in the story or comment on it in some other way. They may also be asked to retell the story they have heard.
- **Interviews:** Live interview is a very motivating listening activity. Students may be asked to frame questions. Listening for answers they themselves have asked during the interview, will make them enthusiastic. Strangers may be invited to the class and interviewed.
- **Conversations:** Teachers may invite colleagues to come to the class and hold conversations with them on topics that concern and interest students. They will watch the interaction as well as listen to it.

Learners need to listen to many voices and not only their teachers. This will not only improve their listening skills, but help them cultivate good speaking habits as well.

❖ Extensive Listening Beyond the Classroom

The teacher encourages learners to choose for themselves what they would like to listen to. They need not listen to what they choose in the classroom. They may listen at home, while journeying from one place to another or at any place of their choice.

Sources

They may collect material for extensive listening from different sources. These include course book CDs or tapes, material downloaded from a range of sources, listening to English language broadcasts online, or 'listen again' on websites. Teachers should tell learners not to worry if they don't understand each and every word they hear. They would learn a lot without being aware of it (Quinn, 2000). Some of the programmes of All India Radio, Doordarshan and Lok Shabha TV could be used for designing activities for listening. All the textbooks published by NCERT are available as audio books. These can be used as inputs for listening activities. Extracts from other subjects audio textbooks (Science, Social Science, etc.) should be used to make listening an authentic and interesting activity. The audio textbook can be accessed at www.ncert.nic.in

Encourage Extensive Listening

- They may be encouraged to listen at home if they want to.
- Encourage them to share with others the ones they have enjoyed the most.
- Encourage them to maintain a record of their responses to what they have heard in whatever way they would like to. They can also summarize the contents of what they listen. They may be encouraged to share with their class the ones they did not like.

6. ACTIVITIES FOR ENHANCING LISTENING SKILLS

❖ Information Gap Activities:

ACTIVITY : Authentic listening based on verbal input

SKILLS : Listening for information and sequencing

In this activity, students are required to fill the gaps in a schedule or time table. Partner A holds a time table (railway, metro, airline) in which some details are missing e.g. details regarding arrival and departure time, first station and last station. Partner B is given the same time table but missing gaps are different. The two partners are not allowed to see each other's time table. They are required to fill in the blanks by asking relevant questions. They can mutually read out the time table once or twice so that they listen to each other and do the task. Here is an example. Students may be instructed to ask questions like 'When?' and 'What time?'

Metro Time Table (Partner A)			
Time	First Station	Time	Last Station
	Dwarka	07:30 am	
06:10 am	Dwarka		Noida City Centre
	Dwarka Sector 21	08:00 am	Vaishali
06:20 am	Dwarka Sector 21		

Metro Time Table (Partner B)			
Time	First Station	Time	Last Station
06:00 am	Dwarka		Vaishali
		07:50 am	Noida City Centre
06:15 am	Dwarka Sector 21		Vaishali
		08:20 am	Noida City Centre

❖ Listening to Instructions:

ACTIVITY: Live / Group listening

SKILLS: Listening for information, probing for sequence, analyzing information and language

Ask one student to read out 'Pamphlet' of Delhi Metro on Safety Rules. The instructions are divided into "Dos" and "Don'ts" for using escalator and elevator. Other students listen very carefully and do the worksheet which follows.

DELHI METRO YOUR SAFETY OUR PRIORITY	
ESCALATOR	ELEVATOR
Do's	Do's
<ul style="list-style-type: none"> • Face forward direction of travel. • Keep feet within yellow lines. • Keep feet away from sides. • Hold the handrail while using the escalator. • Hold children firmly. • Move away from escalator after reaching destination. • In case of emergency, press emergency stop red buttons located at the bottom, top and centre of the escalator. 	<ul style="list-style-type: none"> • Stand clear of the doors and step into the elevator once it has stopped and doors have opened fully. • Comply with weight/number of persons specified. • Use the door open button only when necessary. Preventing doors from closing delays the service for other users. • Follow the principle: Last in – First out. • Use emergency alarm/intercom button only during emergency condition.
Don'ts	Don'ts
<ul style="list-style-type: none"> • Do not use the escalator when it is not working. • Do not run on the escalator. • Do not carry Push Chair. • Do not carry bulk heavy loads on escalator. • Do not travel barefoot on escalator. 	<ul style="list-style-type: none"> • Do not use elevators in case of fire. • Do not try to force open the door. • Do not stand unnecessarily on line when the doors are closing. • Do not smoke inside the elevator. • Do not panic if you happen to get stuck inside the elevator for whatsoever reason. Be patient, remain calm, you are safe. Press alarm or intercom button to call for help.

Worksheet

1. While using escalator, we should face..... direction of travel.
2. We should keep feet within..... lines.
3. We should keepaway from sides.
4. We should hold thewhile using the escalator.
5. In case of emergency, we should press emergency stop red buttons located at the andof the escalator.
6. We should noton the escalator.
7. We should not carryloads on escalator.
8. We should not travelon escalator.
9. We should not usein case of fire.
10. We should follow the principle, first out.
11. We should standof the doors and step into the elevator for once it has stopped and doors have opened fully.
12. We should usealarm only during emergency condition.

❖ Group Storytelling:

ACTIVITY: Listening to a Story

SKILLS: Listening for Gist and Sequence, Listening for Language Study, Analyzing Language

Ask students to form a circle. Ask one student to whisper one sentence such as 'Yesterday, I went to zoo. Now second student would develop the story by adding another sentence and whisper to the next student. He/she would repeat the first and second sentence. In this manner, all the students contribute in developing the story. Ask the last student to tell the complete story. Ask students to find out the variations in the story.

❖ **Complete the Picture:**

ACTIVITY: Listening / Authentic listening based on visual input

SKILLS: Listening for information, Listening for visual and language Study, Analyzing visual and Language

The class is divided into two groups. They have similar picture, each with different missing details. They listen to each other to find out the missing details. This can also be done in pair, if the teacher can make many worksheets of the picture.

❖ **Find the difference in the picture:**

ACTIVITY: Listening / Authentic listening based on visual input

SKILLS: Listening for information, Listening and analyzing for visual and language Study

Almost all the newspapers carry in the weekends two pictures with six differences between them, The class can be divided into groups of four or five and each group is divided into two to find the six differences. This involves speaking and listening.

❖ **Jigsaw**

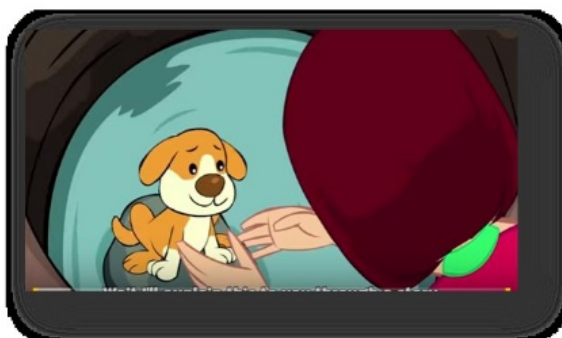
ACTIVITY SKILLS: Listening for Gist and sequence, Listening for Language Study, Analyzing Language

The class is divided into four groups. Each group is given a picture related to a story. The group members are required to ask the details of the pictures of other groups. Then they have to develop a story based on the details of five pictures.

❖ **Listening Conversation**

ACTIVITY: Authentic listening

SKILLS: Listening for information, sequence and organizing



The students listen to an audio recording of a conversation. Each group listens to different parts of conversation. Then all the groups unite together to frame full conversation.

❖ **Commentary:**

ACTIVITY: Authentic listening

SKILLS; Listening for information, sequence and organizing

The students listen to commentary. Then they are given a worksheet to fill in the answers.

❖ **Interviewing Strangers**

ACTIVITY: Live listening

SKILLS: Predicting, Listening for Specific Information and Details

The teacher may invite persons to the class to talk to students or be interviewed by them. The teacher briefs the visitors about students' language level, but does not tell students who the visitor is. Students working in groups would try to guess as much as they can about the visitor and based on what they think, they may write questions that they wish to ask. The visitor is now interviewed with the questions asked by the students. As the interview proceeds, the teacher encourages them to seek clarification wherever required. He/she will also prompt students to ask supplementary questions.

During the interview students make notes. When the stranger leaves, they may exchange and share their notes, write a short biographical piece about the person or discuss the interview with their teacher.

❖ Dictation:

ACTIVITY: Live listening / Group

ACTIVITY SKILLS: Listening for specific information, predicting, inferring, organizing

Dictation as a listening task will be interesting. This is the conventional sense of the dictation where some words are dictated by the teacher and students are expected to write the correct spelling. Dictation can be used as an interactive activity and is a good listening/learning technique to improve students' proficiency. Here are some types of dictation activities.

a. Jig-saw dictation: Students listen to a short text read out by the teacher and write down chunks of the text in the form of phrases or short sentences (understanding & listening to the gist of the text). Then they retell the main ideas of the text.

b. Partial dictation: Students work in pairs. A text is divided in half. One reads his / her half for his / her partner to mutually dictate and write. Two of them work out the whole text. (reading, speaking, listening & writing task)

c. Running Dictation: Children work in groups (four / five). One child is responsible for writing the text while other members take turns to read out the text sentence by sentence and come to the group to tell the writer. This enables children to work cooperatively which enhances all the skills (LSRW) involved.

d. Grammar Dictation: Children work in groups. They listen to a short text read by teacher at normal speed and jot down some important words. Then they pool their resources, discuss and work to compose a text nearest to the original text possible. (listening, speaking and writing skills go hand in hand and children do it cooperatively)

e. Composition Dictation: Group work (four/five). Children listen to a text read by the teacher at normal speed and jot down familiar words as they listen. They make use of their limited number of isolated words or fragments of sentences to reconstruct their version. Text need not be exactly the same as original text. Let children discuss, compare, seek help from peer and edit their texts before the final submission.

❖ Watching Films

ACTIVITY: Keen Observation

SKILLS: Watching/Listening for Details

Students watch a film. They may be asked to give as much information as they can about what they have seen. Question and answer session may follow. When students finish writing the answers, they may compare them with others to see whether they all agree. They can watch it again to see what they had missed. Watching films will help them have insight both about language and culture.

7. REFLECT

Design at least two listening activities one based on the text book unit / exercise and another beyond the textbook.

8. FURTHER READING

NCERT (2006) In-service Teacher Professional Development (ITPD) package for secondary stage developed under RMSA. Available at www.ncert.nic.in

TESS INDIA (2013) Teacher Development Units: Listening and Speaking available at <http://www.tess-india.edu.in/>

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SPEAKING SKILLS

CONTENT

1. Introduction
2. Objectives
3. Activities of speaking
4. Assessment of speaking
5. Assessment of speaking and listening

1. INTRODUCTION

Speaking is, "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998:13). Like listening, speaking is an essential characteristic of language for every human being. It is speaking in a language that makes us human and social. Speaking involves (i) pronunciation of the distinctive sounds of a language clear enough so that people can distinguish them, (ii) use stress and rhythmic patterns, and intonation patterns of the language clear enough so that people can understand what is said, (iii) use the correct forms of words (including changes in the tense, case, or gender), (iv) put words together in correct (word) order, (v) use vocabulary appropriately, (vi) use the register or language variety that is appropriate to the situation and the relationship to the conversation partner., (vii) make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses (viii) make the main ideas stand out from supporting ideas or information and (ix) hold the discourse so that people can follow what is being said.

2. OBJECTIVES

1. To highlight the importance of learning the skills of speaking in language learning
2. To familiarize teachers with various strategies involved in speaking and enable learners to learn and use them in contexts
3. To enable teachers to develop speaking activities for promoting English language learning
4. To evolve strategies to assess speaking as part of language learning

Our speaking activities in the classroom should focus on enabling the learners to use language in authentic / real life situations. The major goals of teaching speaking should be

- to promote communicative efficiency
- to **help** students to avoid confusion in the message due to faulty pronunciation, grammar or vocabulary and to observe the social and cultural rules that apply in each communication situation
- to help students develop communicative efficiency in speaking, teachers can use activities that combine **language input, structural output and communicative output** **Students are not proficient in speaking due to the fact that the speaking is not taught properly and they are not given enough opportunities to speak in English in schools (in non-English medium schools) and outside the school. Speaking activities usually consist of language practice activities.**

Speaking involves

- 1. Mechanics** (pronunciation, grammar and vocabulary): using the right words in the right order with the correct pronunciation.
- 2. Functions** (transaction and interaction): knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).
- 3. Social and cultural rules and norms** (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): understanding how to take into account who is speaking to whom, in what circumstances, about what and for what reason.
- 4. Body language:** Body language (gesture, posture, rise and fall of voice) is as important as the verbal utterances. Body language adds to the meaning of the spoken word.

3. ACTIVITIES TO PROMOTE SPEAKING SKILLS

❖ Textbook based activities

i. Change the Title

Ask the students to think about a different title of the lesson or the poem. They discuss in groups / pairs to brainstorm many words that come in their mind and find appropriate title. Call them group wise to tell the title and the rationale of choosing the title. Here is an example from a class XI lesson, **The Portrait of a Lady**

Students in group or individually may give following responses:

- » The author's grandmother
- » The author and grandmother
- » Changing relationship between author and grandmother
- » Dynamic and versatile grandmother
- » Religious grandmother
- » Grandmother and Sparrows

Ask them to speak about the rationale of choosing the title.

ii. Change the story

'Divide the class into five groups. Ask them to think about or predict a different plot of the story/lesson. They can add or delete certain character(s), change the sequence of events or the plot as per their creativity and imagination. Ask them to discuss changes in the story and then call them for group presentation.

iii. Change the ending of the story/lesson

Ask students to think about a different ending of the story/lesson. Ask them to give a justification of choosing a different ending. Here is an example from the textbook lesson, *The Mother's Day*

» Mrs. Pearson sticks to dominating role and doesn't reverse her personality at the end of the story. Mrs. Pearson's husband and children convince her to become polite.

» The children reflect over their mistakes in misbehaving/disrespecting their mother.

iv. Predict the story

Ask the students to look at pictures and illustrations carefully given in the lesson. Ask them to predict about the story or the main events of the lesson. Now ask them to read the story. Ask them the following questions.

» What were the similarities between your predicted story and actual story?

» What were the differences between your predicted story and actual story?

» What made you predict in the way you anticipated course of events?

v. Favourite and bad characters

Ask students to find out their favourite and bad characters from the lessons. Ask them to speak on five qualities of favourite character/s and five bad things of bad character/s.

vi. Situational Questions

Ask questions based on situations that enable students to reflect on their behavior and develop speaking skills. Here are some sample activities:

» What would be your reaction on your grandmother's illness? Would you leave her and decide to study abroad?

» Do you think that Howard Carter was wrong in chiseling away Tut's mummy?

» If you were in the place of Sue, how would you have reacted in the time of disaster?

» If you disagree with your father and a conflict emerges between you and your father, how would you resolve that issue? How would you convince him?

vii. Perceptions

Ask the students to think about their perceptions of different roles and ideas emerging in lessons. Ask them to speak on what they think about it. A few examples have been given below. Given in brackets are the titles of the lessons.

» Perception of grandmother (The Portrait of a Lady)

» Perception of grandfather (The Portrait of a Lady)

» Perception of mother /father / sailor (We Are Not Afraid to Die if We Can All Be Together)

• Expected answer (A sailor is one who is adventurous. He is a very courageous person. He is also a good planner. He has the curiosity to discover nature).

- » Perception of an archaeologist, Perception of mummy (Discovering Tut : the Saga Continues)
- » Perception of nature (The Voice of the Rain)
- » Perception of teacher, head master and Einstein (Albert Einstein at school)
- » Perception of childhood and Perception of adulthood (Childhood)

viii. Converting the genre

Divide the class into four or five groups. Ask them to convert the genre. The prose lesson can be converted into a poem, a poem can be converted into a story, a lesson can be converted into a street play and so on. Ask them to tell the story/present the street play/recite the poem. Here is an illustration.

Poem, Father to son

Students can develop a story based on the conflict between father and son. They can suggest a happy/sad ending according to their choice.

Lesson, 'Mother's Day

Students can write a poem based on the status of mother in the family or the significant role of mother in their life.

Role Play

Divide the class into four groups. Ask them to divide the lesson into four parts and decide about their roles. Ask them to perform role play. Please see the role play in the 'Beyond textbooks' section.

Q BEYOND TEXTBOOKS

Teachers can develop a resource file based on newspaper cuttings, pictures, pamphlets (metro, road safety), posters, articles and so on. Various activities can be done with the help of resource file.

i Radio Show

The students are divided into groups of five or six. They are asked to prepare a script for presenting a radio programme. Different topics are given to different groups such as Health and Wellness, Job Opportunities, Songs, Jokes, Educational Technology. Each team is given 10-15 minutes to perform the radio show. This involves multi skills: Listening, speaking, reading and writing, thinking and organizing, etc.

ii Fishbowl Discussion

The students are given a few topics for discussion such as No Detention Policy, Right to Education, Continuous and Comprehensive Evaluation, Inclusive Education, Value Oriented Education, Gender Sensitization through schools and so on. Five students are asked to act as panelists. They are given different roles such as parent, student, teacher, principal, journalist, examination board official and so on. One student acts as an anchor or facilitator. Other students act as audience. The discussion takes place on one topic. During the discussion, panelists change their seats e.g. a student from the audience would take the role of parent and vice versa. In this manner, fishbowl discussion goes on and all the students are engaged in this activity.

iii Puppet Show

Ask students to prepare stick, hand and shadow puppets. Using puppets has a great creative value since the students are not seen by the audience and the most creative expression occurs through the use of puppets. Students are advised to prepare puppets on a particular lesson such as The Portrait of a Lady, Ranga's Marriage and Mother's Day. They organize a puppet show based on the story.

iv Debate

The teacher writes simple topics on the blackboard and asks students to discuss positive and negative aspects of the topic.

- Continuous and Comprehensive Evaluation : Merits and Demerits
- Right to Education : A myth or reality
- Odd Even formula of use of private vehicle to prevent pollution in Delhi
- Reservation
- Use of mobile phones by children at home or school

Initially, the teacher can discuss value points of each topic with the students. The teacher would act as a facilitator and give necessary instructions whenever required.

v Slogan writing

Paste a few pictures on papers. Each picture must be unique or convey a message. Divide the class into groups of 4-5 students. Give each group a paper. Ask them to think about a slogan based on the picture. They have to tell the slogan. They have to speak a few sentences on the topic (importance / implications).

vi Story telling

Story telling is one of the most effective ways to improve students' language skills since it provides them the opportunity to think out of the box and enhance their creative capacity. It allows them to stir their imagination into a creative realm. The students learn the communicative skills through the art of storytelling. One may wonder the uses of storytelling at the senior secondary stage. Stories chosen appropriate to age will help in promoting critical thinking achieving the aims of critical pedagogy. Here is a story which can promote thinking to be socially conscious. Teacher can take this story further by organizing a debate on the question of marriage as an individual choice or a family affair.

A young woman in Sri Lanka had parents who were extremely caste conscious. When they began to seek a groom for their daughter, they were most anxious that he should come from a high caste. Although they had little money, they turned down offers from rich lower caste men, preferring instead to find any possible husband, no matter, how impoverished, from the higher castes.

Finally, match was made and the woman was married to a high caste man who had few rupees indeed. The poor woman suffered great hardship in her husband's home, for he was a good-for-nothing who neither helped her in the fields nor brought home any income.

One day, her parents decided to visit her. They approached the house, smelled the wood fire and saw their daughter scraping a spoon round in a pot. She invited them to sit down and they looked forward eagerly to a fine meal. They sat and waited. No food was served. Quite hungry, they waited a little more. Still, no food. At last, the mother went to see if the meal was ready. She looked in the pot and was very surprised. For even though the girl still moved the spoon in the pot, there was nothing to stir-the pot was empty.

"What are you cooking, my dear?" asked the mother, quite confused.

"We have nothing else to eat," replied the daughter, "So I'm roasting the caste that you value so much."

vii Story with adjectives

Divide the class into groups of 4-5 students each. Each group is given one paper on which one picture is pasted. Ask students to develop a story based on the picture. They have to use at least ten adjectives in the story. When the group representative would tell the story and pronounce the adjectives, other students

would clap thrice.

viii Role Play Role

play is an effective and authentic task for generating language and communication in learners. Here is a role play. Teacher can create such worksheets and cut them to in different pieces and assign different roles in orders to enable them to speak in a conversation. Here is one role play on a social issue.

❖ RolePlay

The government proposes to set up a Special Economic Zone (SEZ) in your area. This will have a long term as well as a short term impact on people and land of your area. Some people welcome the building of SEZ and some oppose it. Here is a group of people involved or affected by the building of SEZ. They discuss in a meeting. The people involved are: 1. The District Collector; 2. SEZ (corporate) owner; 3. Town/village councillor; 4. Farmer who loses the land; 5. A housewife. Now assume and play the roles.

1. The District Collector

You are concerned as there is lot of opposition to establishment of SEZ. You want SEZ to be built as economic activities will improve. But at the same time you don't want any problem in your administrative area. You may use the following sentences / phrases.

I feel that the building of SEZ would help all of us. People will get job and we can open shops

I am also worried..... (farmers)

The government will do(compensate land)

it is better to have SEZ as there is water shortage.....

SEZ will not..... (take away all land)

More jobs....

2. SEZ Corporate owner

Your purpose is to convince people to accept the SEZ and build the same without any trouble.

I strongly feel that SEZ will improve the economic condition of people.

According to our company's policy we will.....

More and more job (to be created)

We offer better prices for your land....

There is no SEZ will help....

3. Councillor

Though you oppose the building of the SEZ, you have to act in a balanced way to convince both the corporate company and the people of your area. You may use the following sentences / phrases

I understand that the establishment of SEZ has both advantages and disadvantages.

I feel we should accept the developments....

SEZ will boost up economic growth.

I also understand that our farmers will lose their lands.

We have to take a decision...

I would like you to

4. Farmer who loses the land

You feel that your land is snatched away and you will not have land to cultivate. You oppose the establishment of SEZ

We strongly oppose.....

Our lands are occupied....

Where will we go....

How will people eat, if I do not cultivate?

5. A housewife

You feel that establishment of SEZ will make your work easier. Vegetables and other commodities will be beneficial for all. You may use the following sentences and phrases.

I strongly feel that SEZ will make our life better.

We can buy everything under one roof.

We can get fresh vegetables.

ix. 'Sound'focus

Divide the class into four groups. Give them papers on which one picture has been pasted. Ask them to think about a story with the words with specific sound. Here is an example:

- The picture of a Dentist is shown. One sentence is written on paper for students' guidance. Karan is a Dentist. Develop a story based on words with sound /k/.
- The picture of a boy and girl named Pawan and Priya is shown to students. One sentence is written on paper for students' guidance. Pawan and Priya are good friends.
- Develop a story based on words with sound /p/.
- The picture of a girl sitting near the sea is shown to students. One sentence is written on paper for students' guidance. Meenakshi loves to spend time in lap of nature. Develop a story based on words with sound /m/.

x. Chain story

Ask students to sit in a circle. Ask one student to start the story i.e. once upon a time there was a farmer living in Kota village. Second student would add one sentence to continue the story. The process goes on. In this manner, students come out with very interesting story. It will bring out much creativity of expression.

xi. Think a title

Each group is given one paper on which one picture is pasted. Ask students to write titles consisting adjective and noun for that picture. Each student would think about one title. All the students would come group-wise, show the picture assigned to them and speak the titles. They have to tell the rationale of choosing the title. Here is an example:

A picture of a man is shown to them. Students may respond as under:

1. Dangerous Detective
2. Dark Melancholy
3. Blue Moon
4. Dark Fantasy
5. Modern Art
6. Confused Figure

7. Hidden Facespicious
8. Suspicious Figure
9. Black Sketch
10. Black and White Picture
11. Dot Painting
12. Shady Character

xii. Fancy game

Ask students to speak on interesting topics such as

- How I feel in the dark?...
- If I met God...
- If I were a bird...
- If I were a kite...
- Seeing the earth from moon...
- Life on moon...
- If I reach heaven..

The topics which stimulate students' imagination should be given.

xiii. Poem recitation

Divide the class into five groups. Each group is given one picture. Ask the students to write a poem based on the picture. Ask them to recite the poem.

xiv. Interviews

Ask students to conduct interviews in group. The interview has to be meticulously arranged. Students have to ask questions and do the interview and then report it for school magazine.

1. Interview the Principal	2. Interview the teacher who is cultural In-charge of the school
3. Interview the teacher who is examination In-charge of the school	4. Interview the organizer of Summer Camp
5. Interview the mid day meal In-charge	6. Interview the parents who have special fields of interest or professions
7. Interview the grandparents	8. Interview postman
9. Interview fireman	10. Interview radio jockey
11. Interview businessman	12. Interview Prime Minister
13. Interview Education Minister	14. Interview a local artisan

Assign students the role of interviewer and interviewee. Ask students to interview each other. Ask them to conduct interviews with teachers/parents. Ask them to present their report. The teacher can instruct students to prepare a questionnaire. He/she can also instruct students to stick to the topic of the interview and remain sensitive regarding the amount of time used by the interviewer.

xv. Monitor diary

Ask students to read out details of monitor diary. Ask them to narrate their experiences of a particular period. Cues can be given to them. The diary may include the following aspects.

- i. What they learnt in the class
- ii. What was the most interesting aspect of the class
- iii. Teacher's method of teaching
- iv. Students' response
- v. Teacher-student interaction
- vi. Activities in the classroom

xvi. Brain storming

Ask students to generate ideas in a limited time. Students can be asked to form groups and discuss the ideas to present it to the whole class. Here are some topics for discussion:

- Life in school
- Summer camps
- Summer holidays
- Vocational training
- Need of additional subject in XII class and subject combinations / options

xvii. Announcements and Directions

Ask students to make announcements about programmes, events, exhibitions, sports day, annual day, lost and found articles, inviting articles for school magazine, health camp, yoga camp, career counseling, tree plantation week. They can be asked to simulate announcements in the morning assembly or other places. Here are some activities.

- The school is organizing a mock drill on disaster management. Invent the necessary details. Announce in the morning assembly.
- There is technical fault in metro rail. There would be a short delay in metro service. Invent the necessary details. You are the announcer in Delhi Metro. Announce the necessary information.

xviii. Find the difference

Ask the students to work in pairs. Give them two different pictures with the same plot. Ask them to discuss similarities and differences in the pictures. Ask them to present their points before the class.



4. ASSESSMENT OF SPEAKING

While the children are engaged in speaking activities, you can make observations on their pronunciation of sounds/words; whether they use correct/appropriate forms of words in context or not; how they make sentences ; whether their speech is coherent and comprehensible or not; whether they actively participate in conversations or not, etc. You can either keep a mental record or maintain a diary of each child's strengths and weaknesses in speaking skill. This will provide feedback to you as well as to the students.

Learners should be made aware that they are being assessed while they are involved in speaking or any other activity. We should not assess without the knowledge of the learners. Feedback by the teachers and peers will help them know their specific problem .

- Informing the students about the parameters of assessment of speaking is a good strategy.
Agree/disagree.
State the reason why you agree/disagree.
- Constant and prompt feedback from teachers is critical for promoting students speaking skills.
Agree/disagree
State the reason why you agree/disagree.
- Peer work and group activities do not enhance students' speaking skills .
Agree/disagree
State the reason why you agree/disagree.

5. ASSESSMENT OF SPEAKING AND LISTENING

CLASS XI

ASL Speaking: Examples of Problem Tasks

Example problem task 1

Some classmates are persuading you to watch a movie after school hours. Your parents have told you to go straight home after school hours but you are worried that the others students will laugh at you.

With your partner, discuss:

What you could do in the situation?

Example problem task 2

Your school is organizing a picnic for the students of class XI. However, the students have not been given any role or choice in the matter.

With your partner discuss:

How you can talk to your teachers and convince them to give the students more autonomy in planning things?

Example problem task 3

On the occasion of the farewell party for class XII students your school has insisted that you should wear school uniform. Some students feel that it should be their choice whether they want to wear school uniform or not.

With your partner discuss:

How the students could persuade the school to allow them to exercise more choice in this matter?

Example problem task 4

One of your classmates wants to become a pilot. Her parents think that it is not the right job for girls.

With your partner discuss:

What you could do in the situation?

Example problem task 5

Your friend has become addicted to substance abuse.

With your partner discuss:

What you could do in the situation?

Example problem task 6

Your friend is a good sportsperson but she doesn't pay attention to her studies. She spends most of her time in playground.

Discuss with your partner:

What problems this might cause? What you can say or do to convince her to study?

Example problem task 7

Your friend always comes late in school. He doesn't respect the value of time.

Discuss with your partner:

What you can do to persuade him to develop the habit of punctuality?

Example problem task 8

Your class monitor is in the habit of imposing authority on her classmates. She often scolds them unnecessarily.

Discuss with your partner:

What problems this might cause? What you can do to convince her to behave properly?

Example problem task 9

Some of your classmates are engaged in the practice of bullying.

Discuss with your partner:

What problems this might cause?

What you can do or say to convince them to behave properly?

Example problem task 10

Some of your classmates are obsessed with social networking websites. They spend most of their time surfing internet and delivering messages on whatsapp.

Discuss with your partner:

What problems this might cause?

What you can do or say to convince them?



PUBLIC SPEAKING

CONTENT

1. Art of public speaking
2. Techniques that we can teach our students
3. Common problems and solutions
4. Factual description
5. How to recite a poem
6. An extempore

We need to equip our children with life skill that will infuse in them the confidence to stand up and speak for themselves. Effective English Communication Skill is considered the backbone of 21st global society. It helps people to form connections, influence decisions, and motivate changes.

Public speaking is one of the most important but the most dreaded forms of communication. Phobia or speech anxiety is the most common fear people have across the globe. In school students try to dodge situations where they are expected to speak in English in front of a large audience and in the classrooms they are reluctant to raise their hands to answer questions.

As an adult if we still have the fear of speaking in front of people, then we need to make sure our children overcome this fear of speaking in English at an early age.

1. ART OF PUBLIC SPEAKING:

- will develop child's overall fluency
- will make the child more comfortable around people, especially strangers
- will fine-tune the child's verbal and non-verbal communication skills
- will allow the child to share information with others with ease
- will help the child to vocalize his/her message best to get the point across
- will boost child's performance in any arena - home, school or life at large

2. TECHNIQUES THAT WE CAN TEACH OUR STUDENTS?

a) Ideas/content generation: Lots of students find it difficult getting started. At the planning stage let students help each other to come up with ideas. Give students a particular topic and make them work in groups showing them variety of ways of making notes of ideas etc. These could include mind-mapping, making lists or writing ideas on post- it notes and then arranging them in order.

b) Structure: Stress the importance of having a beginning, middle and end and keep reminding them of

this. You might then like to give them a standard introduction to use for their first speech. For example, "Good evening, my name is x and today I am going to talk about y. I will talk about three main areas, x, y and z'. Suggested format gives them a structure for the rest of the speech and they do not rush to the conclusion which is very often noticed (due to the nervous) on the other, they confidently summarize what they have said.

c) Appropriate body language: About 70% of our communication is done through our body language which is a massive chunk, so some work in this area is a very good idea.

If this is a problem, try capturing the video of the speaker and ask them to watch themselves. They will usually be able to identify where the problem lies and then work on improving these areas. Raising awareness is the most important thing here.

d) Posture: Doing an activity where you get everyone to stand up and then suddenly 'freeze' works well. When everyone is still look around at how everyone is standing. Then try getting everyone to stand straight and well-centered, behind the podium if you have one to use. You'll be surprised how many people rock from side to side or slouch. Sounds pretty basic but the right posture can make a big difference to how confident and in control someone appears to be.

e) Gestures: One way to practice this is to give out some sentences with key words in them, such as "I caught a fish and it was this big!" or "there are three important reasons why you should vote for me". Ask the students to practice saying these sentences while standing up and work out what gestures might be the most appropriate. Stress the importance of keeping gestures controlled.

f) Eye contact: It's very important that speakers make eye contact with all areas of the room, ideally with every person but with large audiences that isn't possible. Many students tend to look at one spot or at the teacher. To practice this is to ask each student to do a short 30 second introduction and then at the end get any student who feels the speaker did not look in his/her direction to raise their hand.

g)Chunking (Pauses and Stress): This is a technique which can help speakers to sound much more confident and increase the overall effectiveness of their speech. The theory is that when we do this type of speaking we put stress on the key words in a sentence which carry the meaning, e.g. "I DON'T want you to just SIT there and DO NOTHING" We also pause after key words, and also at the end of a sentence.

To practice this, try ?? - Earl Spencer's eulogy speech for Diana is a good one for this, or Martin Luther King's 'I have a dream'. Ask them to listen and identify the stressed words and pauses from a small section of the speech and then practice delivering it in the same manner. They can then mark the stress and pauses on their own speeches and practice incorporating the idea into their own work. It really makes a difference!

3. COMMON PROBLEMS AND SOLUTIONS

a) Lack of confidence: This is very common and one that only practice, practice and more practice will help to overcome. You could also try getting the students to first speak in front of three or four others, students then adding to the number as they become more confident. Reminding students to breathe properly while they're speaking as well as thinking positively about their ability to speak well will also help, along with lots of encouragement!

b) Speaking too fast: This is another common one, usually caused by nerves. Try getting them to do the introduction of the speech in an exaggeratedly slow manner. Once they have done this a few times they themselves will find a middle ground.

c) Boring speeches: It's really important to get the students to think carefully about their audience when planning their speech. For example, if they want to deliver a speech about the dangers of smoking, but no one in the class smokes, this probably won't be very interesting.

d) Encourage the students to think of creative ideas for their speeches: while at the planning stage in the class you and the other students can monitor and give advice on topics that seem like they might get a few yawns.

e) Appropriate style: Here again it is important that the students think about their audience. You might like?? several different examples of famous speeches and ask them to comment on the style and discuss the purpose of the speech and the audience, before reflecting on their own.

f) Lifting of material: Unfortunately this is a very common problem. One way to tackle this is to ask the students not to write out their speeches in full but to use only notes or key words to help them deliver their speech. This then increases the chances of them being more original with the delivery. And of course, impress upon your students the importance of doing original work.

g) Giving and encouraging feedback: This is a very important part of the process and can take three general forms: 1. Peer feedback

2. Feedback Teachers

3. Video-taping and playback

For feedback from peers and from the teacher it's best to choose particular areas to give feedback on for each speech, rather than trying to cover everything. This might be based on the techniques you have recently been looking at in class (e.g. using gestures, chunking, structure, etc.) or as a result of feedback on a previous speech.

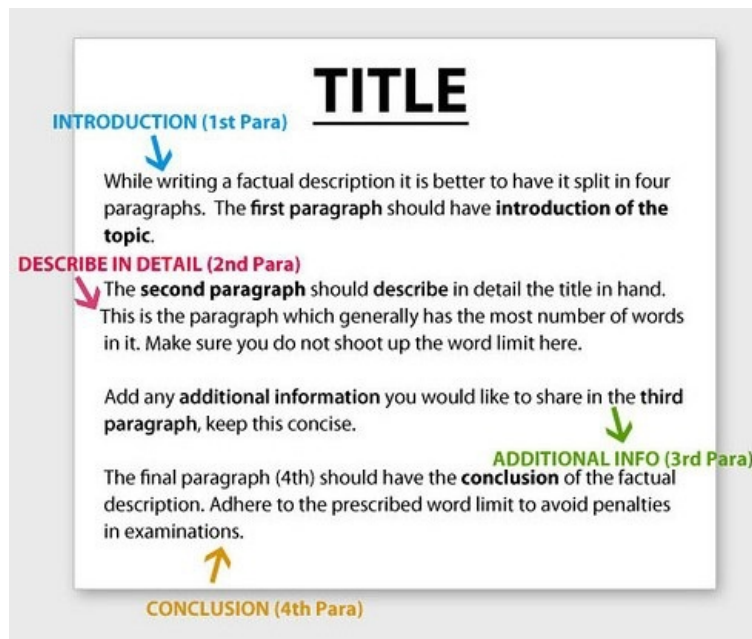
It's a good idea to go through what you expect of the students when giving peer feedback as sometimes students can be very vague. Make up a sheet with a (short) list of the areas to look at to help them focus their comments and encourage them to say positive as well as constructive things.

Video-taping is an invaluable method of helping students to see where their strengths and weaknesses lie. The only drawback, apart from the technical side of using the camera, is the time it takes to do? and playback? This can be partially overcome by videoing? sections of speeches, rather than the whole thing? for each student.

4. FACTUAL DESCRIPTION

a) List the Facts: Factual description of a process or an event that requires a step by step account of an activity, experiment, procedure. The ideas should be systematically presented with important points coming first followed by not-so-important points. Heading is an essential part of it and should be short and crisp.

b) Format: You usually start writing factual descriptions by writing the TITLE at the centre and then following it with regular paragraphs .The factual descriptions would generally look like the following.



c) Content

- When did the event occur, venue of the event
- Sequence of programme
- Information about participants/chief guests/judges
- Kind of organization, people responsible for programme/arrangements
- Results, if describing a contest

d) PLACE based

- Location
- Dimensions
- Special features about the place

Example:

Place/ Location: Use simple words: pathway, classroom, gym, bedroom or a specific place if that is important like the hall at Vigyan Bhavan. Describe important places in depth. You don't have to go on and on for paragraphs, but make sure that your description is thorough.

Start big and zoom in: Begin the description with big information, then get smaller. For example: The Dayboarding Middle School "gymnasium" was a half-court slab of pavement at the back of the cafeteria. One basketball hoop stood at an eighty-five degree angle on one end. What remained of the net looked more like two shoelaces tied together. (We start with the gymnasium, which is the biggest, mention that it's outside, mention the hoop, then the net, which is the smallest.)

e) PERSON based:

- Physical attributes
- Intellectual and emotional qualities
- Others' perception about him/her
- Any other relevant trait of him/her by use of an incident

f) OBJECT based: Physical description (Colour, design, material used, etc)

- Utility value
- Special features about the object

g) Language: The language used should be semi-formal in nature. Try to be simple, attractive and appealing. You should make your factual description in such a way that it shows your observatory skills.

h) Use specific words: Always use the most specific word. Specific words in description really help paint a picture in the reader's mind. You want them to see things in as few words as possible, so make every word count! For example: rocky cape, rusty iron bars, freshly mowed grass, a cluttered desk, colossal pillars, etc. All these phrases paint pictures in your mind.

i) Use metaphors and similes: Use these whenever possible. They provide your reader with an instant visual. For example: An impressive stone building loomed over ten stories high. **The top tapered into a point, tier upon tier like a square wedding cake.** A large staircase marked the entrance. (Can you picture the top of the building?)

Value points

Word limit

80 -100 words is generally the prescribed word limit for factual descriptions.

Example

The following is an example of an object based factual description.

WASHING MACHINE

A washing machine is a convenient appliance that is used for washing clothes. The automatic washing machine has a central drum that is used for holding the clothes. There is a dispensing tray, where the detergent and additives can be put in. The control panel has knobs which control the temperature and allow users to select different modes of operation. The drum also helps to dry clothes by spinning like a centrifuge machine.

A washing machine is usually made of metal parts but some of them are reinforced plastic. They may be front opening or top loading

5. HOW TO RECITE A POEM

1. Preparation and Practice

Choose a Poem and recite the poem in the class with proper stress, intonation, voice modulation and correct posture.

2. Ask the students to

- read through the poem silently
- think about the narrator and characters

3. Tell students to ask themselves

- What is the character feeling?
- What meaning is the character trying to get across?
- What do you think the character looks like?

d) What do you think the character sounds like?

e) How do you think the character behaves?

4. Discuss with them how they will best portray the character in the poem through their:

a) Voice

b) Body

c) Facial expression

5. Make students underline key words that need to be a little "slow", "louder", "whisper", "stomp foot", "emphasized" etc.

6. The more preparation and practice that children do, the easier it will be for them to present their poem. Make them try to practice in front of others so that they get used to looking at different parts of the audience.

7. Record their recitation of the poem and make them listen to it. Ask them, 'Is there anything you can do to improve your presentation?'

8. Now videotape their presentation. Watch it and ask yourself what you can do to improve their delivery.

Give more tips to the students-

- Memorize the poem well
- Speak loudly enough for everyone in the room to hear you
- A poem that makes you feel something - you are going to enjoy sharing it with your audience
- Look for the voice of the poem, and speak in that voice. For example, 'If it's a poem about a baby, an old person, or just some crazy character, think of what that person might sound like and try to speak in their voice
- Note the importance of varying the pitch, rate and volume of their voices because emphasizing different words will alter the meaning of the poem that you are reciting

Practice Recitation Task(recitation)

POEM

The Solitary Reaper

Behold her, single in the field,

Yon solitary Highland Lass!

Reaping and singing by herself;

Stop here, or gently pass!

Alone she cuts and binds the grain,

And sings a melancholy strain;

O listen! for the Vale profound

Is overflowing with the sound.

No Nightingale did ever chaunt

More welcome notes to weary bands
Of travellers in some shady haunt,
Among Arabian sands:
A voice so thrilling ne'er was heard
In spring-time from the Cuckoo-bird,
Breaking the silence of the seas
Among the farthest Hebrides.

Will no one tell me what she sings?—
Perhaps the plaintive numbers flow
For old, unhappy, far-off things,
And battles long ago:
Or is it some more humble lay,
Familiar matter of to-day?
Some natural sorrow, loss, or pain,
That has been, and may be again?

Whate'er the theme, the Maiden sang
As if her song could have no ending;
I saw her singing at her work,
And o'er the sickle bending;—
I listened, motionless and still;
And, as I mounted up the hill,
The music in my heart I bore,
Long after it was heard no more.

William Wordsworth

Leisure

What is this life if, full of care,
We have no time to stand and stare.
No time to stand beneath the boughs
And stare as long as sheep or cows.
No time to see, when woods we pass,
Where squirrels hide their nuts in grass.
No time to see, in broad daylight,

Streams full of stars, like skies at night.
No time to turn at Beauty's glance,
And watch her feet, how they can dance.
No time to wait till her mouth can
Enrich that smile her eyes began.
A poor life this if, full of care,
We have no time to stand and stare.

William Henry Davies

6. AN EXTEMPORE

An extempore speech is an unprepared speech which the candidate is required to make on a topic given there and then. In some instances, the panel provides the candidate with about a minute or so to organize his/her thoughts before speaking. In other cases, you will be expected to start speaking about the topic as soon the topic is announced. An extempore presentation tests the candidates on the following:-

- Ability to think off the feet
- Analysis of the topic and identification of the issue to be addressed
- Idea generation
- Prioritization and sequencing to display logical thinking
- Ability to connect with the panel
- Communication skills
- Overall presentation skills-body language, confidence, poise, composure etc.

For effective extempore speaking, candidates must be fluent, learned and articulate.

Some Tips:

Mental Preparation: Know what to speak before delivering speech. Ponder over the topic for some time and prepare the flow of delivery. Understanding the audience mostly help in framing the flow of speech.

Start speaking in an even pace: Do not start really fast, as you are likely to end up not having anything to speak.

Confidence: Confidence along with Knowledge always helps, even in abstract topics where the candidate is tested on presence of mind, spontaneity and analytical skills.

Handle Mental blocks smartly: At times, when you get blank about what to speak, try to plan yourself out of the situation gracefully by avoiding being nervous. Candid smiles also help and for such situations it is better to have back up plans.

Control on speech: Don't get emotional about the respective topic, avoid getting too personal on sensitive matters, don't even deviate from the topic and talk irrelevant. For a satisfactory performance, it is always better to use your knowledge in an intelligent way with a control on the speech.

Presenting both sides: Incase of controversial topics (e.g; Should Independence Day celebrations be redefined?), the candidate may choose to explore both sides.

In an extempore, since the candidate is the only person speaking, it becomes possible for a smart, strategic speaker to discuss both aspects of the controversial topic. However, one has to be careful about the time constraints while taking this stand.

Competence, Enthusiasm & Adaptability is the key: Work on your competence and competitive advantage which may be excellent vocabulary, good general knowledge, etc. How well and quickly a candidate adapts to the situation he/she is put in and with what enthusiasm and energy level does he/she deliver the speech are some of the other desirable evaluation parameters.

More often than not, you can use the following guidelines to talk on an extempore topic:-

- If possible define the topic or specific terms of a topic
- If any widely known classifications exist about the subject of the topic, talk about the classifications
- Provide supporting evidence in the form of data (if you know) or examples
- If the topic provides scope for narrating personal experiences, use the opportunity to do so

Most importantly, manage your time well. If the panel has given you one minute, try and do one or more of what has been mentioned in the above points and complete the extempore logically. It may not be a good idea to abruptly end your sentences.

HOW TO TEACH VOWEL PRONUNCIATION

CONTENT

1. Introduction
2. Objectives
3. Strategies for teaching pronunciation
4. Activities for teaching pronunciation
5. Annexure 1
6. Annexure 2
7. Annexure 3
8. Annexure 4
9. References and further reading

1. INTRODUCTION

It is important to pronounce the words correctly. Using a phonemic chart is a valuable tool for improving the students' pronunciation. Answer to the following questions can help the teachers.

Why use phonemic symbols?

The alphabet which we use to write English has 26 letters but (British) English has 44 sounds. Inevitably, English spelling is not a reliable guide to pronunciation because

- Some letters have more than one sound
- Sometimes letters are not pronounced at all

- Sometimes syllables indicated by the spelling are not pronounced at all
- The same sound may be represented by different letters

Here are a few challenging questions to put to your students:

- How do you pronounce 'gh' in 'enough', 'through' and 'ghost'? (like f in fun, not pronounced, like g in got). How many syllables are there in 'chocolate'?
- **Is it important for teachers to know the phonemic symbols?**

Every profession has specialist knowledge that is not widely known outside the profession. If you are a language teacher, then you must know phonemic symbols, which most people don't.

Is it difficult to learn phonemic symbols?

NO

19 of the 44 symbols have the same sound and shape as letters of the alphabet.

Just 25 to learn.

Phonemic symbols are limited, visual and physical. They may seem challenging at first but it is like learning to swim or ride a bicycle. Once you can do it, it is easy and you never forget

British vowels				- American vowels <input type="checkbox"/>				- show			
				hints							
SINGLE VOWELS				DIPHTHONGS							
ɪ	i:	ʊ	u:	eɪ	ɔɪ	aɪ					
ship	sheep	book	shoot	wait	coin	like					
e	ɜ:	ə	ɔ:	eə	ɪə	ʊə					
left	her	teacher	door	hair	here	tourist					

æ	ʌ	ɒ	ɑ:	əʊ	aʊ	/	
h <u>a</u> t	u <u>p</u>	o <u>n</u>	f <u>a</u> r	sh <u>ow</u>	m <u>ou</u> th		
UNVOICED CONSONANTS							
p	f	θ	t	s	ʃ	tʃ	k
p <u>e</u> a	f <u>r</u> ee	th <u>i</u> ng	t <u>r</u> ee	s <u>e</u> e	sh <u>ee</u> p	ch <u>ee</u> se	co <u>i</u> n
VOICED CONSONANTS							
b	v	ð	d	z	ʒ	dʒ	g
b <u>o</u> at	v <u>i</u> deo	th <u>i</u> s	d <u>o</u> g	zoo	telev <u>i</u> sion	jo <u>k</u> e	g <u>o</u>
m	n	ŋ	h	w	l	r	j
m <u>o</u> use	n <u>o</u> w	th <u>i</u> ng	h <u>o</u> pe	w <u>e</u>	l <u>o</u> ve	r <u>u</u> n	y <u>o</u>
↗	↘	.	'	,	:	?	?

2. OBJECTIVES

After using this module the teachers will be able to

- use phonemic symbols
- enable students to get the maximum information from dictionaries
- students can find out the pronunciation of a word by themselves without asking the teacher
- make the students see that two words differ, or are the same, in pronunciation

3. STRATEGIES FOR TEACHING PRONUNCIATION

a) Listen and repeat

You use the target sound and have your students repeat it after you. If you are teaching a long word with multiple syllable start with the final syllable of the word and have your class repeat it. Then add the penultimate syllable and say the two together having your class repeat after you. Work backwards in this manner until your students are able to pronounce the entire word correctly.

b) Isolation

When working on a specific sound, it may help your students to **isolate that particular sound from any others**. Instead of presenting a certain sound as part of a complete word in English, you can simply pronounce the sound itself repeatedly. When you do, your students can say it along with you repeatedly, focusing on the small nuances in the correct pronunciation and also ingraining the sound pattern into their minds.

c) Minimal pairs

Minimal pairs are a great way to focus pronunciation on just one sound. **A minimal pair is two words that vary in only one sound.** For example, rat and rate are minimal pairs because only the vowel sound differs between the two words. Additional minimal pairs are pin and pen, dim and dime, and bat and pat. You can

use minimal pairs to help your students with their pronunciation by focusing on one particular sound.

d) Record and replay

By using a device to record what your students are actually saying, you have empirical data to play back for each person. Encourage him to listen to what he actually said rather than what he thinks he said. In this way, your students will have a more objective understanding of their true pronunciation and be able to take steps to correct it.

e) Use a mirror

Giving your students a chance to view their own physical movements while they are working on their pronunciation can be of great value. You can always encourage your students to look at your mouth and face as you pronounce certain sounds, but they will also benefit from seeing what movements they are making as they speak. Sometimes, becoming aware of the physical movements involved in pronunciation is all your students will need to correct pronunciation issues of which they are unaware.

f) Phonetics

If you are using phonetic symbols to help you teach vowel pronunciation, **a diagram of where each English vowel sound is produced can be eye opening for your students.** Print copies to distribute in class or show your students where they can find this diagram online. When students know which area of the mouth in which they should be making their sounds, they may have an easier time distinguishing between similar sounds because they are produced in different areas of the mouth.

g) Tongue twisters

Though tongue twisters are probably more popular for practicing consonant pronunciation, they are still a valuable resource for vowel practice. Not only are they a challenge to your students' pronunciation abilities, they add an element of fun to the classroom that can help your students relax and therefore free them to be more daring in their attempts at English.

4. ACTIVITIES FOR TEACHING PRONUNCIATION

Given below are the activities which may be helpful in teaching pronunciation.

❖ Minimal Pairs Bingo

A Bingo card commonly has 5x5 squares, so you can use 25 words (12 minimal pairs, or more than two words for some sounds).

This activity can give students the opportunity to hear the difference between the minimal pairs, recognize the different words written on the card and clearly pronounce the difference when they win and have a chance to be the caller. As each word is called, students tend to all say it quietly to themselves as well.

❖ Odd One Out

Put similar words into groups of three-two with one sound, and one with a different (although similar) sound. Or you could have groups of four or five which contain the same sound, but only one that's different. For example: meet, seat, sit (for vowels) plays, pace, space (for consonants) The selection of the odd word can be a reading exercise-where students read the words to themselves aloud and identify the sounds in the written words-or a listening exercise- where the teacher reads the words and the students respond to the "odd" word.

- Ask the students individually to read through the word groups and pick which words have different sounds.

- Ask the students to discuss the groups of words with a partner and decide which one is odd.
- Divide the class into two teams, in two lines, and ask the person whose turn it is to choose the odd word as you read them out loud.

❖ Run and Grab

You could have your minimal pairs on flashcards or you could simply write two (or more) words at a time on the board. Create two teams and then pair students up with a member of the opposite team. In turn, each pair goes to stand at the back of the room, looking down an aisle at the board. When you call one of the minimal pairs out, the pair races to the front to touch the correct word (the odd word out) on the board or grab the appropriate flashcard.

❖ Sound TPR (Total Physical Response)

Younger students especially enjoy any activity that involves movement. Designate particular movements to particular sounds, as lively or as gentle as you like. For instance, they could be sitting at their desks and raise a hand, clap or stand up when they hear a particular sound, or they could be standing in a space and jump or run in response to sounds.

❖ Dictation

Dictation is when someone speaks out loud and someone else writes it down. Getting your students to write down what you say is good listening practice for them, and when you're dictating minimal pairs they need to listen especially carefully. There are a few different dictation activities you can use.

- **Minimal Pairs Dictation** The teacher reads out minimal pairs in a particular order and the students write them down. Or the students could have the words already written down and you could instruct them to put marks, numbers, colors, etc. on particular words as you read.
- **Running Dictation** The students work in pairs. One student runs to read the words or sentences from somewhere farther away, like on the wall outside the classroom. They then dictate to the other student who writes them down. The dictation could be single words, minimal pairs or sentences including target words and sounds.
- **Fast Dictation** This is where the dictation is read in one continuous stream instead of a few words at a time with breaks. The students listen and write any words or phrases they notice (without panicking!) In this situation, the dictation should include some target words (in minimal pairs) which the students should listen for specifically and write down in the order they hear them.

5. REFERENCES AND FURTHER READING

Chaney, A.L. & Burk, T.L 1998. Teaching Oral Communication in Grades K-8, Boston : Allyn & Bacon.

<http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html> retrieved on 26.05.2016.

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NCERT (2006) Position Paper on Teaching of English. NCERT : New Delhi.

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ANNEXURE I *1

Problem-Solving Tasks

Class - XI

TASK 1

At school, someone damaged the electricity switch board resulting in prolonged hours of humidity and heat in class. The head teacher says if the person does not own up, the whole class will be punished. Both of you know who it was. Discuss and decide what action you would take.

Prompts

- a) Don't you thinkmight regret..... ?
- b) How would you feel if you?
- c) Do you think your solution will be effective/work? Why? / Why not?
- d) What role do you thinkplay(s) in this problem? Why?/ Why not?
- e) How easy do you think it will be to persuade about this course of action?
- f) What do you think the consequences/response would be? Why?

TASK 2

One of your classmates has developed the habit of eating too much junk food. This is causing problems as she is becoming very overweight and unhealthy. Discuss how to help her break this habit.

Prompts

- a) Would you agree with what your partner has said about? Why?/ why not?
- b) How easy /difficult do you think it would be to put your solution in place?
- c) Do you think your solution would be acceptable /appropriate for / to (give name or role of person)? Why? Why not?
- d) How easy do you think it will be to persuade..... about this course of action?
- e) How can the parents/ teachers/ classmates help in this case?
- f)sounds interesting! Could you tell me more about that?

TASK 3

You find that a friend of yours copies your assignments, activities and project ideas and submits them to the teacher as his/her own contribution, therefore getting better marks than you. With your partner, discuss this problem and what you should do in this situation.

Prompts

- a) Do you think your solution would be effective/work? Why/ Why not?
- b) What could be some other ways to reach a solution?
- c) Do you think your solution would be effective/work? Why/ Why not?
- d) What role do you think the teachers/ parents /friends play in the problem? Why?
- e) What do you think might be the outcomes of this decision?

f) What could be some other ways to reach a solution?

TASK 4

The Canteen Manager has complained to your Class Teacher about the indisciplined behaviour of some of your classmates. They refuse to stand in a queue and bully the juniors. Your class teacher has asked you, as Class Monitors, to think of suitable measures to solve the problem. Discuss the issue and suggest ways to improve the behaviour.

Prompts

- a) What would your approach be towards..... ? Why?
- b) Would you agree with what your partner has said about? Why? /Why not?
- c) How easy do you think it will be to persuade about this course of action?
- d) Could there be some other ways to reach a solution?
- e) What precautions should be taken so that this problem is not repeated?
- f) Do you think you might regret anything about that decision?

TASK 5

A student of your school recently met with a bad accident while riding a motorbike. Many students of your school who are actually minors ride two wheelers without wearing a helmet. With your partner, discuss this problem and what you can do to encourage them to follow road safety rules.

Prompts

- a) Do you think your solution would be effective/work? Why/ why not?
- b) How do you think your friend would react to your solution/ the situation?
- c) Would you agree with what your partner has said about.....? why/why not?
- d) How critical the situation could/would have been.....?
- e) What role do you think the teachers/ parents/ friends play in the problem? why?
- f) What do you think might be the outcomes of the decision?

ANNEXURE2

Vowel Minimal Pairs

bait-bat

bait bat cape cap paint pant shake shack rakbgme rack brain bran maid mad plane plan

bav-buv

bay buy lay lie paint pint race rice lane line tail tile bake bike praise prize space spice paper piper players
pliers Spain spine

K-cow

play plough/plow bay bow K cow way wow ale owl brain brown tail towel gate gout pray prow

beer-bee

beer bee near knee ear e pier pea deer d tear tee

bov-buv

boy buy toy tie oil aisle quiet kite point pint voice vice

rye-row

rye row sigh sow bye bow aisle owl pie pow mice mouse chai ciao why wow pry prow brine brown rind round

cat-cart

cat cart hat heart pack park match march shack shark

la-lie

la lie baa buy Pa pie baa bye spa spy Shah shy

SOV- Soil

soy soil boil ball loin lawn coil call oil all foil fall quiet caught toil tall pois paws joy jaw soil Saul noise gnaws

sov-sea

soy sea loin lean oil eel foil feel pois peas soil seal noise knees coil keel boy bee toy tee koi key

bored-bird

bored bird walk work warm worm wall whirl hall hurl store stir fawn fern saw sir pour purr call curl torn turn

hurt-heart

hurt heart dirt dart burn barn Bert Bart spur spa stir star firm farm yearn yarn cur car shirk shark Kurt cart lurk lark herd hard Serb Saab fur far Pert part purple Parple purr Pa curd card bird Bard

bite-bat

bite bat kite cat lime lamb night gnat bike back mine man type tap vine van pilot pallet pirate parrot

cot-cut

cot cut jog jug pop pup boss bus lock luck dock duck

deck-duck

deck duck bed bud s us bench bunch beg bug peg pug net nut

pet-put

bell bull set soot neck nook check chook wed wood well wool fell full head hood pet put

hat-hut

hat hut track truck bank bunk cat cut bag bug cab cub rag rug cap cup lamp lump tag tug

ship-sheep

ship sheep sill seal chick cheek pick peak bin bean grin green fit feet hill heel mill meal mitt meat pitch peach pill peel slip sleep wick week Tim team

tin-ten

tin ten pin pen big beg pig peg knit net bill bell sill cell pick peck chick cheque pit pet wrist rest billy belly

bed-bad

bed bad beg bag pen pan net gnat ten tan vet vat gem jam S ass said sad Ben ban men man hem ham
peck pack dead Dad wreck rack guess gas wrench ranch lend land pet pat bend band send sand X axe
pedal paddle merry marry celery salary Kenyan canyon lettuce lattice pellets palettes trek track

Consonant Minimal Pairs

'ch' vs 'sh' SIWL

choose shoes, chop shop, chair share, cheap sheep, chew shoe, chip ship

'ch' vs /s/ SIWL

chick sick chip sip chilli silly

'sh' vs 'ch' SFWF (3) pages and 1 page of 'sh' SFWF

wash watch, crush crutch, hash hatch, mash match, leash leech, swish switch, wash watch, marsh march,
mash match, wish witch, hush hutch, crush crutch, hash hatch, leash leech, bush Butch, swish switch; fish
wash bush hush crash rush push wish leash brush mash quiche

'sh' vs 'ch' SFWF Six-Pix

wash watch crush crutch hash hatch

'sh' vs 'ch' SFWF Six-Pix

marsh march bush Butch wish witch

'sh' vs 'ch' SFWF Six-Pix

mash match leash leech swish switch

/p/ vs /b/ SIWL

pea bee pin bin peg beg peep beep pay bay peach beach park bark pig big peas bees path bath pug bug
pie bye

/p/ vs /b/ SFWF

rope robe cup cub cap cab rip rib lap lab nip nib pup pub

/t/ vs /d/ SIWL

ten den tea D tore door tin din tip dip town down tot dot tart dart tie die

/t/ vs /d/ SFWF

mate maid feet feed heart hard beet bead fete fade mat mad eight aid seat seed pot pod court cord coat
code butt bud

/k/ vs /g/ SIWL

key ghee cap gap cage gauge card guard coal goal curl girl coat goat cold gold

/k/ vs /g/ SFWF

wick wig lock log back bag leek league buck bug pick pig sack sag tuck tug stack stag whack wag frock
frog shack shag dock dog tack tag block blog

ANNEXURE 3

Tongue Twisters

1. Peter Piper picked a peck of pickled peppers.

A peck of pickled peppers Peter Piper picked.

If Peter Piper picked a peck of pickled peppers,

Where's the peck of pickled peppers Peter Piper picked?

2. I saw Susie sitting in a shoe shine shop.

Where she sits she shines, and where she shines she sits.

3. How can a clam cram in a clean cream can?

4. Send toast to ten tense stout saints' ten tall tents.

5. Denise sees the fleece, Denise sees the fleas.

At least Denise could sneeze and feed and freeze the fleas.

6. Sheena leads, Sheila needs.

7. The thirty-three thieves thought that they thrilled the throne throughout Thursday.

8. Can you can a can as a canner can can a can?

9. Seth at Sainsbury's sells thick socks.

10. Clean clams crammed in clean cans.

11. Six sick hicks nick six slick bricks with picks and sticks

12. I wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't wish the wish you wish to wish.

13. There was a fisherman named Fisher who fished for some fish in a fissure. Till a fish with a grin, pulled the fisherman in. Now they're fishing the fissure for Fisher

14. Luke Luck likes lakes. Luke's duck likes lakes. Luke Luck licks lakes. Luck's duck licks lakes. Duck takes licks in lakes Luke Luck likes. Luke Luck takes licks in lakes duck likes.

15. Picky people pick Peter Pan Peanut-Butter, 'tis the peanut-butter picky people pick.

16. There those thousand thinkers were thinking how did the other three thieves go through.

17. Six sleek swans swam swiftly southwards

18. A big black bug bit a big black dog on his big black nose!

19. Elizabeth's birthday is on the third Thursday of this month

20. How many cookies could a good cook cook if a good cook could cook cookies? A good cook could cook as much cookies as a good cook who could cook cookies.

ANNEXURE 4

Some useful sources for English language teachers

Sl. No.	Source	Description
Journals & Periodicals in English Language Teaching		
1.	Journal of English Language Teaching (JELT), India	Journal of the English Language Teachers Association of India (ELTAI)
2.	English Teaching Professional	A Monthly ELT magazine for teachers and anyone interested in ELT
3.	English Teaching Forum	A quarterly journal for professionals teaching English as a Foreign or Second Language, published by the Office of English Language Programs, Bureau of Educational and Cultural Affairs, USA.
4.	FORETELL	Digital journal of the FORETELL (Forum for Teachers of English Language & Literature).
5.	Voices	Digital newsletter of the International Association of Teaching of English as a Foreign Language (IATEFL)
6.	AJELT Journal	The Asian Journal of English Language Teaching (AJELT) is an international blind-refereed journal which reviews previously unpublished data-driven manuscripts that (1) link ESL/EFL theory, research, and pedagogy and (2) relate specifically to the teaching of English to Asians at the university level.
Websites		

1.	www.ncert.nic.in	This is official website of NCERT. It has lot of print and non-print materials for teachers, learners, teacher educators and researchers.
2.	TESS India http://www.tess-india.edu.in/	Teacher Education for School based Support (TESS) TESS-India is a UKAid funded, Open University led multilingual teacher professional development programme whose aim is to support India's national educational policy by enhancing the classroom practice of primary and secondary school teachers through the provision of freely available, adaptable Open Educational Resources (OER).
3.	http://nroer.gov.in NROER National Repository of Open Educational Resources.	National Repository of Open Educational Resources (NROER) is a solution developed to address the challenges faced by the education sector of our country. It intends to reach the unreached, include the excluded and extend education to all. It is a collaborative platform involving everyone who is interested in education. It offers resources for all school subjects and grades in multiple languages. It brings together all the digital resources for a school system such as educational videos, concept maps, audio clips, interactive objects, photographs, diagrams, charts, images, articles, learning objects, talking books, textbook pages and documents, any resource that can be served digitally. Anyone can contribute to it.
4.	teachingenglish@britishcouncil.org	This site gives you (i) resources for teaching English language at various levels. (ii) have debates on various ideas and issues Related to ELT, (iii) Anyone can open your blog here and share your ideas.
5.	http://www.englishteachingdaily.com	EnglishTeachingDaily.com is a website managed by a team of English Language students from India. This site features latest English Language Teaching articles, blog posts, videos and event details.

6.	http://www.pearsonlongman.com	This is a website of Pearson Longman publishers. It has lots of resources for teachers and students.
7.	ELTCommunity.com	Any teacher can join and share ideas.
8.	www.developingteachers.com	This site is reached to you by mail & provides resources for classroom teaching and new publications.
Professional Associations		
	ELTAI	English Language Teachers Association of India. It has a large number of English language teachers as members and its (ELTAI) Chapters are spread across India. It is an associate of IATEFL.
	IATEFL – International Association of Teachers of English as a Foreign Language.	This is an association of English language teachers and an association of a lot of ELT associations across the world. Its annual Conference is held in April every year in the United Kingdom.
On line Television channels		
1.	TeachersTV.com	UK based – videos, classroom teaching, etc. (available for viewing in India-cannot download free)

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