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**Punjabi University, Patiala**

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**Paper : XI & XII (Teaching of English)**

**Medium : English**

**Unit: 2**

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### ***Lesson No.***

- 2.1. Poetry and prose: It meaning, style of writing and recitation/reading w.r.t rhyme scheme and language used.
- 2.2. Teaching - Learning materials and Audio-Visual Aids: meaning, importance and its types. With special reference to preparation of charts, models , PPT, use of print media such as magazines, newspapers and ICT, concept of language lab.
- 2.3. Lesson planning: Importance, preparation of lesson plans for teaching prose, poetry, Grammar and composition
- 2.4. Concept of CCE and Evaluation, meaning and importance of tests and examination, different types of tests; oral, written, self evaluation and group evaluation. Some ways and means for testing different skills of English language

***website : [www.pbidde.org](http://www.pbidde.org)***

**Poetry and prose: Its meaning, style of  
writing and secitairy reading w.r.t ryhme  
scheme and langauge used.**

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**Lesson No. 2.1**

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**2.1.1 Objectives :**

**2.1.2 Meaning of Composition**

**2.1.3 Style of Writing**

**2.1.4 Tips to improve the teaching of composition.**

**2.1.5 Poetry : Introduction and Definition.**

**2.1.6 Style of Teaching poetry**

**2.1.7 Summary**

**2.1.8 Key Concepts**

**2.1.9 Self Evaluated Exercise**

**2.1.10Suggested Questions.**

**2.1.11Suggested books and web sources.**

Structure :

**2.1.1 Objectives:**

1. After reading the lesson the students will be able to :
  - \* Understand prose and poetry.
  - \* Know health is and types of composition.
  - \* Get knowledge of style of teaching poetry.

**2.1.2 Meaning of Composition :**

The most beautiful aspect of language is the expression. It was only skillful expression which created Shakespeare, Kalidas and Ghalib Alphabets are the same, words are the same then what makes a written piece meaningless or impressive prose or touchy poetry? The style of expression of course. The best expression means the best and appropriate words in best order.

\* **Definition :** *Thompson and Wyatt* alsoagree, "The power of expression in a language is matter of skill rather than of knowledge."

The process of writing involves following four stages :

- (i) **Structing.**
- (ii) **Copying**
- (iii) **Transcribing and**
- (iv) **Composition**

\* **Silent Features of Composition :**

- (i) As told earlier there are four stages of writing namely structuring, copying, transcribing

and composition. So it is the last stage of learning or writing process.

- (ii) As it is an advanced state of learning or writing process, of it does not need the use or help of the text-book.
- (iii) Composition express pupils ideas, thoughts, feelings, observations and experiences in a systematic organizations.
- (iv) Composition involves the process of collecting ideas, thoughts and information and arranging them in an organized and systematic way.
- (v) It involves every kinds of writing whether prose or poetry like essay, letter, story dialouge poem etc.
- (vi) Clarity, terseness, appropriateness, authenticity, origianility and effectiveness of subject matter are main aspects of impressive composition.

**2.1.3 Style of Writing : What is Involved?:** Composition requires skill and expertise of the writer. As we know there are various aspects of writing like structuring, copying, transcribing and composition. Broadly speaking writing involves the following features.

- (i) Recall of necessary structures, vocabulary and spellings.
- (ii) Recall and assignment of proper punctuation marks and
- (iii) Organization of ideas

**(i) Recall of necessary structure, vocabulary and spellings :** After knowing and brooding over the theme of composition, the first requisite is the recall of the structure and words suited to that very theme. Pupils must know the correct spellings of words as well as a knowledge of basic language.

- (ii) Recall and assignment of punctuation marks :**  
Boys play cricket.  
Boys, play cricket.

The assignment of 'comma' in the above sentence has changed the form as well as the meaning of the sentence. Similarly, while composoing something, we have to assign punctuation marks to impoart the text the exact meaning we intend to convey through our writing.

#### **2.1.4 Tips to Improve The Teaching of Composition**

1. First required things is the proper orientation of composition. Pupils should be prepared as well as motivated for learning composition writing.

- (i) Oral questioning
- (ii) Using picture.
- (iii) Reading a loud.
- (iv) Short speeches and lectures and
- (v) Silent reading

2. Relevant ideas should be provided by the teacher. Once again P. Gurrey gives following services in it;

- (vi) Relvant and frequent questioning meant for unfolding the main points for detail.
- (vii) Reading aloud to pupils from the interesting books.
- (viii) Motivating pupils to collect information in various ways.
- (ix) Acting, play making and puppet plays.

- (x) Encouraging pupils to read more.
  - (xi) Having general knowledge period once a week.
  - (xii) Having occasional talks on interesting topics.
3. The teacher must remove the grammatical weakness of pupils.
  4. The teacher should emphasize the clarity of ideas.
  5. Principles of utility and interest of pupils should be taken care of. Topics should be correlated to their daily life.
  6. The teacher must thoroughly do correction of the oral or written composition of pupils. Some suggestions for it are given below.
    - (i) Writing difficult words on the chalkboard.
    - (ii) Initiating pupils to find out their own mistakes.
    - (iii) Pupils should be given time to revise their composition.
  7. The teacher should always guide the pupils at every step. Teacher also has to follow up his method and techniques.
  8. Proper preparation should be there by the teachers as well as the pupils.
  9. Pupils should be enabled to express their views on a topic according to their own ability of writing English by organizing their views systematically.

### 2.1.5 Poetry : Introduction and Definition

The language is related to human brains and ideas, but the poetry is that unique aspect of language which is related to human emotions and soul. Poetry imparts speech to human feelings of love, contempt, restlessness, sensuousness and even distress. Even the most negative and ugly emotions which could be highly destructive, become beautiful and constructive when said in a poetic manner.

*William Wordsworth* defines poetry as, "The spontaneous overflow of powerful feelings recollected in tranquillity."

*Edgar Allan Poe* defines it beautifully. He says, "Poetry is rhythmical creation of thought."

### 2.1.6 Style of Teaching Poetry :

Teaching of poetry is a skilful activity which requires appropriate method. There are various methods with which poetry can be taught. These are as follows :

- (i) Lecture-cum-recitation method
- (ii) Conversation and question-answer method.
- (iii) Review method
- (iv) Comprehension method

The teacher can follow any of these methods which suits the type of the poem. Every method is not suitable for every poem. Any method can be used. The following techniques are involved in any of these methods.

- (i) Narration technique.
- (ii) Explanation technique.
- (iii) Question answer technique
- (iv) Model recitation technique.

(v) Parallel quotation technique.

Poem needs to be taught as a whole, not in parts. The teacher can use any methods which suits the poem. He can make use of suitable techniques accordingly but one thing is essential and that is preparation involving proper planning. There are various steps recommended for teaching of poetry. These have been explained here. But a teacher should be sure that he has selected an interesting and worthwhile poem according to the mental level of the pupils.

In fact no one can teach poetry. Poetry is not a thing to be taught but to be enjoyed and felt. All that a teacher can do is to create conditions in which a poem may have its fullest significance. As a matter of fact poetry should be read only for enjoyment and should not be made a subject of examination.

**2.1.7 Summary:** The language is related to human beings and ideas, but poetry is that unique aspect of language which is related to human emotions and soul. It imparts speech to human feelings of love, contempt, restlessness, sensuousness and even distress. Edgar Allan Poe defines it beautifully, "Poetry is a rhythmic creation of thought." It can be taught by using lecture cum recitation method, conversation and question answer method, Review method and comprehension method.

### 2.1.8 Key Concepts

- Meaning and definition of composition
- Style of writing
- Tips to improve composition
- Poetry, Introduction and definition.
- Teaching method

### 2.1.9 Self evaluated Exercise

1. What are the features involved in the style of writing poetry?
2. Discuss the role of teacher while giving tips to improve composition.

#### Answer Key:

1. Recall of necessary structure  
Recall of necessary vocabulary  
Recall of Punctuation marks  
Organisation of idea
2. Teacher should remove grammatical mistakes and emphasise the clarity of idea.

### 2.1.10 Questions to Discuss.

- Q.1. Give meaning and features of composition.
- Q.2. "For effective teaching of composition, classroom preparation is important and essential at all stages." Elaborate.
- Q.3. A period of English composition is generally a very 'trying' period for both the teacher and the taught. What will you do to make this period both instructive and interesting.
- Q.4. "Poetry cannot be taught; the teacher can only create conditions in which a poem may have its fullest significance for the pupils reading it." How far do you agree with this statement.

**2.1.11 Suggested Books and Web Sources**

1. The teaching of written English : P. Gurrey
2. Modern Teaching of English : Bhatia, Achla & Kaur, Ravjeet. (2011).
3. Teaching & Learning English as a Foreign Language : K.K. Bhatia
4. Techniques of Teaching English : Deepika Lamba, Yogita Joshi, Surjit Singh
5. Teaching of English : Dr. S.K. Nanda, Vipin Nanda
6. Teaching English to beginners : L.R.H. Chapman
7. Teaching English : A.W. Fisby.
8. Principles of Teaching English : S. Venkateswaran.
9. Methods of Teaching English : K.R. Venugopal.
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2. [www.google.co.in](http://www.google.co.in).
3. [www.archive.india.in](http://www.archive.india.in).
4. [www.linguistlist.org](http://www.linguistlist.org).
5. [books.google.co.in](http://books.google.co.in)

**Teaching-learning materials and Audio Visual Aids: meaning, importance and its types with special reference to preparation of charts, models, PPT, use of print media such as magazines, newspaper and ICT, concept of Language lab.**

- 2.2.1 Objectives
- 2.2.2 Concept of teaching material and teaching aid
- 2.2.3 Educational Importance of Teaching Aids
- 2.2.4 Types of Teaching Aids
- 2.2.5 Preparation of different aids (Charts, models, PPTs)
- 2.2.6 Use of Print media (News Paper and Magazines)
- 2.2.7 Information and Communication technology.
- 2.2.8 Concept of Language Lab
- 2.2.9 Summary
- 2.2.10 Key Concepts
- 2.2.11 Self Check Exercise
- 2.2.12 Suggested questions
- 2.2.13 Suggested Books and web sources

**2.2.1 Objectives**

After reading the lesson the students will be able to:

- (i) Know the meaning of teaching aids
- (ii) Understand various types of aids
- (iii) get Knowledge of preparation and use of various teaching aids.

**2.2.2 Concept of Teaching Learning Material and Teaching Aids**

Teaching Learning materials are those concrete objects or things readily available in the classroom which helps in learning, revising and fixing the subject matters in the minds of the students e.g. chalk, pen, notebook, pencil etc. These are called teaching learning material because they help the teacher in teaching and the learner the language.

**A teaching aid is a tool used by teacher to:**

- (i) help learners to improve reading, understanding and skills
- (ii) illustrate or reinforce a skill, fact or idea.
- (iii) relieve anxiety, fear or boredom.

Albert Duret has rightly Said, "It is easier to believe what you see than what you hear, but

- if you both see and hear, then you can Understand more readily and more lastingly.”
- (i) Carter, V. Good has called those aids which help completing the triangular process of learning i.e., motivation, classification and stimulation as audio-visual aids.
  - (ii) The Indian Education Commission way back in 1964-66 Said, “The supply of teaching aids to every school is essential for the improvement of the quality of teaching. It should indeed bring about educational revolution in the country.”

**2.2.3 Educational Importance of Teaching-Aids:** Francis W. Noël says, ” Good instruction is foundation of any educational programmed. Audio-visual aids are a component part of that foundation. The teaching- aids have wide significance in the teaching-learning process. These are:

- (1) **Use of all sense organs:** The teacher has to find a gate-way of knowledge which can facilitate the maximum learning on the part of the students and there is no better thing than the utilization of organs.
- (2) **Based on maximums of teaching:** The knowledge gathered should not just be accumulate but should multiply and by following the maxims of simple to complex Knows to unknown, learning by doing etc. it is possible to improve teaching-learning.
- (3) **Helps in fixing up new learning:** Learning is incomplete if it is not fixed in the mind of the students. Studies if based on numerous activities and stimuli is always better, teaching-aids help in gaining Knowledge.
- (4) **Retention becomes easy:** Teaching-aids help in enhancing the comprehension and retention because of permanent images formed by the usage of teaching-aids
- (5) **Substitutes direct experience:** Learning becomes meaningful and realistic if first-hand real experience are given to students in any situation.
- (6) **Encourages positive transfer of learning:** If learning is Utilize to solve real life problems then it becomes concrete and meaningful. The energy of the students is channelised in active participation and classroom interaction.

#### 2.2.4 TYPES OF TEACHING AIDS

**Types of classification:** The teaching aids are classified on the use of two major organs: eyes and ears. So it can be classified as (1) Audio Aids, (2) Visual Aids (3) Audio Visual Aids.

- (1) **Audio Aids-** The students gain knowledge using the sense of learning i.e. by only hearing. These aids are used for developing the correct speech habits of the pupils thus improving their spoken English. They add variety and stimulus in individual effort.
- (2) **Visual Aids-** The students gain knowledge using the sense of sight i.e. by only seeing.
- (3) **Audio-Visual Aids-** The students gain knowledge using both the sense of hearing and seeing. Mc Known and Roberts view that “ Audio-visual aids wisely selected and intelligently used, arouse and develop intense and beneficial interest and so motivate the pupils learning.”

## 2.2.5 Preparation of Different Aids(Chart, Models, PPTs)

### 2.2.5.1 Preparation of Charts

Charts are the combination of graphic and pictorial media for the orderly and logical visualization of important facts, ideas and concepts. They present comparisons of quantity, distribution, trends and Summaries etc. Charts are made in accordance to the need, ability, interest, aptitude and above all the age of the pupil.

#### Charts have following advantages:

- (i) Figures drawn on the chart once covered will be shown to the students after uncovering them one by one in a systematic way so as to teach the proper use of degrees of adjective. Similarly, Picture can be shown to the students for developing a story.
- (ii) Fill ups can be given to the students and they are asked to fill it by using suitable words.
- (iii) Noun, adverbs, adjectives, Prepositions, interjection, verb, conjunction their definition and types can be written on the chart and can be shown to the whole class.
- (iv) Matching type Sentences, change of voice, change of narration translation type exercises can be given to students.
- (v) Unpunctuated sentences can be written in chart and the students are asked to punctuate it.
- (vi) It shows the relationship by means of facts and figures.
- (vii) Abstract idea gets a Visual form.
- (viii) Teaching-learning process gets continually.
- (ix) The information is Summarised arousing the interest of the students.

**2.2.5.2 Preparation of Models** They are recognisable three-dimensional representation of real things. Models also attempt to provide interior Views of objects, which are normally covered or otherwise invisible e.g. model of eye/ear etc.

Original thing that may be small in size, for teaching English language, we can make use of working models such as models of the school, school library scene at the railway station, scene at the bus stand, hare and the tortoise, fox and the grapes, greedy dog etc.

Thus models can be used for teaching Various types of compositions to the students like paragraphs, stories etc. By showing these models, questions can be asked and composition can be developed.

### 2.2.5.3 Preparation and Use of PPT

PPT means power point presentation. it's a new audio-visual aid for teaching various topics of English. It is more beneficial as compared to the use of blackboard, OHP and epidiascope etc. Through PPT written material as well as the pictures can be shown in their magnified form without creating any disturbance in the class. It can be shown to more than 70 students sitting in the class.

#### Advantages Of PPT.

1. It helps the teacher in reciting the poem.
2. Pictures can be shown, text can be displayed and voice can be heard too.

3. It helps in teaching the spelling of the difficult words and meaning of the new words.
4. Fill Ups and other grammatical structures can be given and those can be filled with the active participation of the students.
5. Simple Conversations can be shown to the students and it helps in learning the pronunciation of the words.
6. Matching type, jumped form of sentences, incomplete words and sentences may be given to the students without any difficulty.

It helps in making the teaching learning process interesting as the pictures along with accurate pronunciation of the words can be presented simultaneously.

### 2.2.6 USE OF PRINT MEDIA (NEWSPAPER AND MAGAZINES)

Newspaper and magazines are readily available Sources of information which help the learners in learning the language effectively These are the important means of self-learning the language. There are different section in the newspaper and magazines like News, sports, business, editorial, articles, notices, circulars, advertisements, short stories, Puzzles and games etc. These are rich source of entertainment for the readers as well. The basic different between newspaper and magazine is that the newspaper is published daily whereas the magazine is published periodically. Through periodicals, the students can come to know the current terms being developed to express Various thoughts, needs and feelings. he major advantages of newspaper and magazines are as follow:

1. **Knowledge of Words:** As we read the newspaper and magazines daily, we come across certain new and strange words. The learning of these words adds to the active vocabulary of the learner.
2. **Spelling of the Words:** continuous reading of the newspaper and magazines help the reader in learning the correct spellings of the difficult words. Without using correct spellings of the Words, one cannot write correct English.
3. **Proper Use of the Words:** One can learn the proper Use of the Words by reading the newspaper and magazines. Because Words convey the meanings in the context in which are they used.
4. **Knowledge of idioms and phrases:** There is much use of the idioms and phrases in the articles of newspaper and magazines. The Knowledge of idioms and phrases helps the learner in Understanding their meaning and using them in the suitable context.
5. **Helps in writing reports, notices, advertisements, Articles:** Every day the Various reports, notices, short stories, advertisements, articles the life sketches of great personalities, description of historical buildings etc. are published in the newspaper and the magazines.
6. **Use of Picture:** Picture given in the newspaper and magazines are of great use as these can be shown by the teacher in the class and the students are asked to speak two or three sentences on it.

7. **Knowledge of grammatical rules:** Daily reading of the newspaper and magazines helps the reader in learning as well as writing grammatically correct sentences.

### 2.2.7 ICT (INFORMATION AND COMMUNICATIONS TECHNOLOGY)

ICT Stands for ‘Information and Communication Technology Technologies.’ ICT refers to technologies that provide access to information through telecommunications. It is Similar to Information Technology (IT) but focuses Primarily on communication technologies. This includes the internet, Wireless network, cell phones, radio, television, satellite system and other Communication mediums.

Modern information and communication technologies have created a ‘global village.’ in which people can communicate with others across the World as if they were living next door. For this reason. ICT is often studied in the context of how modern communication technologies affects society.

Today is the age of ICT and people make frequent Use of it in accessing the information. They use either computer or cell phones for accessing as well as transferring the information from one person to the other. Most of the people are just doing coping and pasting the information without even reading. They commit more errors. Moreover the people started using shortcut or Vernacular forms for sending the text message, by doing so they are murdering the language in the real sense.

### 2.2.8 CONCEPT OF LANGUAGE LAB

The science having their individual laboratories gave a hint to the language to have their language laboratories.

A language laboratory according to A.S Hayes, writes in his book: ‘Language Laboratory Facilities’ is a classroom containing equipment designed and arranged to make foreign language learning more effective than usually possible Without.”

A language lab is a room in which the students are made to sit in a soundproof room. There are cabins for the learners and these different cabins are connected with the cabin of the monitor head through communication system. The Whole process of teaching-learning is facilitated from the cabin of the monitor. Listening and speaking practice can be given individual learners sitting in their cabins. Tape recorders, record player and linguaphone records are used while giving practice.

#### \* Advantages

- (i) The teacher can explain the intricacies of pronunciation with this aid.
- (ii) He can provide good models of speech as he known how to record various voices accurately in the master tape.
- (iii) Language lab. helps the students to self-correct and self-examine also.
- (iv) The students get enough listening and speaking practice in an ordinary Classroom.
- (v) Individual differences are taken care of and the teacher gives the listening and speaking exercise keeping in mind their capability.

- (vi) The students acquire fluency in spoken English as the students may listen to the tape while they follow the text on paper. spellings becomes correct.
- (vii) Students learn more enthusiastically as theoretical as well as practical knowledge's is given.
- (viii) It is a constructive Work as the students learn, rectify and improve upon the error with the help of the subject expert.

\* **Limitations**

- (i) The language lab. is more expensive than any other modern teaching aids.
- (ii) The maintenance Cost is also very light so a full time mechanic has to be appointed to take care of it.
- (iii) Language lab. requires a spacious room preferably an air-conditioned room.
- (iv) The language tapes get worn out and have to be replaced from time to time.
- (v) Some critics consider them as dull teaching machines which Would eliminate good classroom teachers
- (vi) While some of the languages labs, have been straying for want of proper software, others have become mere status symbols.

While concluding we can say that it is a boon to modern system of education but proper integration with our academic Programmed is must if we do not want the language lab. Becoming a mere show piece.

**2.2.9 Summary:** Teaching learning neatual are those concrete objects or thing, which are readily availble in the classroom for learning, revaving and fixed subjects rather in the minds of the students. Albert Duret has rightly said, " It is easier to believe what you see than what you hear, but if you see and hear both, then you can understood more readily and more lastingly."

Types of Teaching aids includes. Autio Aids, Visual Aids, Audio-Visual Aids. Now a days, ICT is frequently use in accessing the information by using either computer or cell phones and helps to transer the information from one person to another.

**2.2.10 Key Concepts**

- Concept of teaching learning meterial
- Types of Teaching Aids
- Preparation and Advantages of teaching Aids
- ICT (Information and Communication Technology)
- Concept of language lab.

**2.2.11 Self Check Exercise (Fill in the blanks)**

1. Teaching learning material helps in fixing up.....
2. Charts and the combination of.....and.....media for the orderly and logical visualization.
3. PPT means.....
4. Newspaper are the import means of.....the language

Ans Key: 1. New Things 2. Graphic & Pictorial presentation 3. Power point 4. Self Learning

### 2.2.12 Suggested Questions:

#### Answer the following questions

- Q.1 "A good instructional aid should help the teacher teach better and the learner learn better". Discuss.
- Q.2 Give in importance of ICT in teaching learning process
- Q.3 What is a language laboratory? Discuss its significance in teaching of English in Indian schools.
- Q.4 How can you use print Media in teaching of English?
- Q.5 Discuss any three audio visual aids for better English teaching?

### 2.2.13 Suggested Books and Web Sources

1. The teaching of written English : P. Gurrey
2. Modern Teaching of English : Bhatia, Achla & Kaur, Ravjeet. (2011).
3. Teaching & Learning English as a Foreign Language : K.K. Bhatia
4. Techniques of Teaching English : Deepika Lamba, Yogita Joshi, Surjit Singh
5. Teaching of English : Dr. S.K. Nanda, Vipin Nanda
6. Teaching English to beginners : L.R.H. Chapman
7. Teaching English : A.W. Fisby.
8. Principles of Teaching English : S. Venkateswaran.
9. Methods of Teaching English : K.R. Venugopal.
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2. [www.google.co.in](http://www.google.co.in).
3. [www.archive.india.in](http://www.archive.india.in).
4. [www.linguistlist.org](http://www.linguistlist.org).
5. [books.google.co.in](http://books.google.co.in)

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**LESSON NO. 2.3**

**AUTHOR : MRS. INDEVIR GILL**

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**Lesson Planning: Importance, preparation of lesson  
plans for teaching Prose, Poetry, Grammar and Composition**

**Structure:**

- 2.3.1 Objectives
- 2.3.2 Introduction and meaning
- 2.3.3 Stages of Lesson Planning
- 2.3.4 A Good Lesson Plan
- 2.3.5 Lesson Plan in English
  - 2.3.5.1 Model Lesson Plan for Teaching Grammar
  - 2.3.5.2 Model Lesson Plan for Teaching Composition (Story)
  - 2.3.5.3 Model Lesson Plan for Teaching a Poem
  - 2.3.5.4 Aims of Teaching prose
- 2.3.6 Summary
- 2.3.7 Key Concepts
- 2.3.8 Self Check Exercise
- 2.3.9 Suggested Questions
- 2.3.10 Suggested Books & web sources

**2.3.1 OBJECTIVES**

After reading the lesson the students will be able to:

- 1 Understand the meaning & importance of planning
- 2 get knowledge about construction of lesson plans of prose, poetry grammar etc.

**2.3.2 INTRODUCTION and MEANING:** Planning is the systematic process of deciding what and how the things should be done. It is important in every Walk of life i.e/ Whether we are going to organise a function or going to construct a building or going for a trip etc. Without planning we shall be loitering about aimlessly just like a sailor who does not know his destination.

- (i) **Smoothens the class work:** Planning smoothens the class work because a teacher is able to foresee the hurdles that he may possibly face.
- (ii) **Helps in emphasizing different aspects of the language equally:** Planning helps in emphasizing different aspects of language equally otherwise it is possible that one aspect may be over-emphasized.
- (iii) **Makes the teaching systematic, regular and organised:** planning makes the teaching systematic, regular and organized. It enables the teacher to teach everything systematically.
- (iv) **Gives sufficient time for preparation of the lesson:** Planning gives sufficient time and an opportunity to the teacher for the preparation of the lesson before hand.
- (v) **Keeps the teacher and students on right track:** Planning helps in keeping the teacher as well as the students on the right track.
- (vi) **Help in keeping the record:** Planning helps in keeping permanent record of work finished or yet to be finished. The teacher can find out what has been taught and what has not been

covered so far.

- (vii) **Makes the lesson interesting:** Planning helps in making the lesson interesting as teacher can think of the suitable audio-visual aids needed for making the lesson interesting.
- (viii) **Induces confidence:** planning induces confidence in a fully equipped teacher is always full of confidence when he enters the class fully prepared.
- (ix) **Saves a lot of time:** The teacher forces when to start, when to conclude the lesson and what is to be quoted during the development of the lesson through planning So, planning saves a lot of time of the teacher.

### 2.3.3 STAGES OF LESSON-PLANNING:

There are three different stages of lesson-planning:

- (i) Pre-teaching planning
- (ii) Planning during teaching
- (iii) Post-teaching planning
- (i) **Pre-teaching planning:** Before teaching a topic in the class, the teacher prepares the topic at home and then he thinks over everything about the topic i.e. how and what he is going to present, which methods/techniques he is going to employ, what possible questions can be raised by the students and which audio-visual aids can be raised by the students and which audio-visual aids can be made use of etc.
- (ii) **Planning during teaching:** While actually teaching in the class, the teacher is to manage the chalk-board for writing in a systematic way. The teacher also knows beforehand what type of questions can be asked by the students and he think of the appropriate answers.
- (iii) **Post-teaching planning:** post-teaching planning is the stage when the teacher has taught the topic. At this stage, he is to see how far he has been successful in teaching and achieving his aims and objectives.

### 2.3.4 A GOOD LESSON-PLAN:

A good lesson-plan is like road map. from the lesson-plan, we can guess Some what about the teacher, his method or way of teaching, the steps followed by the teacher and the proper use of audio-visual aids. A good lesson-plan has the following characteristics:

- (i) It depicts the topic and class, the teacher is going to teach.
- (ii) Specific aims of teaching the topic are clearly revealed in behavioral terms.
- (iii) Different types of audio-visual aids must be mentioned in the lesson-plan
- (iv) It shows activities done by the teacher and the students in the class-room.
- (v) It tells us about the general procedure adopted by the teacher for teaching.
- (vi) There is mention of homework or assignment which is to be given to the students.
- (vii) From the lesson-plan we come to know about the reference books consulted by the teacher while preparing it.
- (viii) It allows scope for little deviations from pre-determined plan according to the situation in the class.

**2.3.5 LESSON-PLANNING IN ENGLISH** Language is a skill subject which can be acquired through a lot of practice and imitation. So far as planning of lesson in

English is concerned, only those steps should be followed which help in learning a skill. As Herbert an steps are followed in making a lesson plan for knowledge subjects but in English, these steps cannot be blindly followed because the main purpose of all the lesson plans of English is the development and practice of various skills i.e. listening, speaking, reading and writing In English we have various aspects of language, i.e. grammar, composition, poetry, reading for comprehension, vocabulary etc. All these aspects of language have different aims of teaching. Hence, the same steps of a lesson plan do not fit into all topics The steps of the lesson plan for one aspect, say reading for comprehension do not befit the lesson plan' for teaching poetry structurally as well as thematically So before planning a lesson in English, a language teacher must keep in mind the aims and objectives of teaching the different aspects of the language.

**\* MODEL LESSON-PLANS**

**2.3.5.1 Model lesson-plan for teaching Grammar**

pupil-teacher's Roll No.....

Date.....

Subject: **English**

class: VII

Topic: ' **Degrees of Adjectives**'

Time: 35 minutes

**Illustrative Aids:** Some sticks, books, duster, a pointer and some pictures.

**Instructional objectives in Behavioral Terms**

1. To enable the students to get the knowledge about the rules of grammar.
2. To enable them to know the different parts of speech.
3. To enable them to develop their listening, speaking, reading and writing skills based on grammar.
4. To enable the students apply the rules of grammar in their daily life situation.
5. To enable the students to make the correct use of degrees of adjectives.

**Previous Knowledge Testing** fir testing the previous knowledge of the students the pupil-teacher will ask the following questions:

(The pupil-teacher will make a student stand and ask other students)

1. Who is he?  
Expected Answer: He is a boy  
\*Another student will be asked to stand and then pupil-teacher will ask)
2. Who is taller between the two?  
Expected Answer: Sanjeev is taller between the two.  
(Another i.e. third student will be asked to stand and then the pupil-teacher will question again)
3. Identify the tallest boy among these.  
Expected Answer: Mohan is the tallest boy among them.

(The pupil-teacher will ask after underlining the words taller and the tallest assuming that they know about Adjectives)

1. What do you see in these above

Expected Answer: We find variation in the Word tall which became taller and in the next tallest.

**Announcement of the Topic** As all the students could not give satisfactory answer to the last question the pupil-teacher will say, “Will students! Today we shall learn about the proper use of ‘degrees of adjectives.’”

**Method** Inductive method Will be adopted by the pupil teacher and active participation of the students will be Sought.

Subject Matter	Pupil-teacher's activity	Pupil's activity	Chalk-board summary/Support system
<p><b>Positive degree:</b> It is the first degree of an adjective. It does not refer to any comparison it simply qualifies a noun</p>	<p>The pupil-teacher will ask the following questions to the students.</p>		
	<p>1 What kind of bowler Zaheer Khan is?(fast/slow)</p>	<p>He is fast bowler.</p>	<p>He is a fast <u>bowler</u> N</p>
	<p>By showing the picture of an old man, the pupil-teacher will ask: 2Who is he? 3What kind of flower rose is? (ugly or beautiful)</p>	<p>He is an old man Rose is a beautiful flower.</p>	<p>He is an old <u>man</u> N  Rose is a beautiful <u>flower</u> N</p>

**Generalization** The Words flower, man and bowler are nouns and the Words fast, old beautiful are simply showing the quality of these nouns. The first degree of adjective or positive degree is used to qualify a noun or pronoun.

Matter	Pupil-teacher's activity	Pupils' activity	Chalk-board summary/support system
<p><b>comparative</b> It is the degree of comparison used when two things are compared.</p>	<p>The pupil-teacher will ask the following questions from the students: (By showing two sticks, the pupil-teacher will ask) 1. Which stick out of the two is longer? (By showing a brown and a green book, the pupil-teacher will ask ) 1. Identify the smaller book out of the two. 2. Who bowls faster between Zaheer Khan and shoab Akhtar?</p>	<p>The second stick is longer than the first  The brown book is smaller than the green book.  Shoab Akhtar bowls faster than Zaheer Khan.</p>	<p>The second stick is <u>longer than</u> the first.  The brown book is <u>smaller than</u> the green book.  Shoab Akhtar bowls faster than Zaheer Khan.</p>

**Generalization** Comparative degree is used when two things are compared. It is apparent that the Words longer. Smaller and faster are showing the comparison. The Comparative degree is followed by the word than.

More examples will be given to make the concept clear.

### Sectional Recapitulation

For sectional recapitulation the pupil-teacher Will ask the following questions:

1. Name the first degree of adjective.
2. How many things are compared while using comparative degree?
3. Which word is used after comparative degree in a sentences?
4. Identify the comparative and positive degrees of adjective:  
Tall, shorter, Smaller. Long, Bigger.

Subject matter	Pupil-teacher's activity	Pupils' activity	chalk-board summary/support system
<p><b>Use of Superlative</b> The superlative degree is used when more than two things or persons qualities are compared.</p>	<p>The pupil-teacher will ask the following Questions after showing sticks and books the students. 1 Which is the longest stick among the three? 2 Point out the smallest book. 3 Who is the faster bowler among Zaheer, Shoab and Brete Lee?</p>	<p>The red stick is the longest among the three. Blue book is the smallest of all the three books. Brete lee is the faster bowler.</p>	<p>The Red stick is the longest among three. Blue book is the smallest of all the three books. Brete lee is the faster bowler.</p>

**Generalization** Superlative degree is used when more than things are compared it is generally preceded by 'The' more examples will be given make the concept clear.

### Final Recapitulation

Fill in the blanks by using suitable degree of adjective:

1. My pencil is.....than yours(big)
2. Rita is a .....girl(Good)
3. Sohan is the.....boy in the class.(Tall)
4. The horse runs.....(fast)
5. pluto is the .....planet from the sun. (farther)
6. How many things are compared While using superlative degree?

**Home Assignment** Pupil-teacher will tell the students to point out the positive comparative and superlative degree from the following sentences at home:

1. Ram is the cleverest boy in the class.
2. Neha is a fine singer.
3. Anju plays better than Neetu.
4. Mohan is the faster boy.
5. Kiran is Wiser than Manju.

**2.3.5.2 Model Lesson-plan for Teaching composition (Story)**

Pupil-teacher's Roll No.....

Date:.....

Subject: English

Class: IX

Topic: **'The hare and the tortoise'** (story)

Time: 35 minutes

Illustrative Aids: Flash cards depicting different related to the story.

Instructional Objectives in Behavioural terms

1. To enable the students to get the knowledge about the story.
2. To enable the students to recognise and recall the story and sentences used in it.
3. To enable the students to understand the importance of new sentence for framing the story.
4. To enable the students to develop their listening speaking, reading and writing skills
5. To enable the students to apply the art of writing the composition in their daily life situation.
6. To enable the students to narrate the story and frame another creative story with the same characters.

**Previous Knowledge Testing**

The pupil-teacher will ask the following questions in order to test the previous knowledge of the students:

1. Tell me the name of some animals  
Expected Answer: Dog, Deer, Fox and Lion etc. are the names of some animals.
2. Name two animals that live on land as well as in water?  
Expected Answer: Frog and Tortoise live on land as well as in water. (After showing a picture of hare)
3. Identify the picture of this animal.  
Expected Answer: This is a hare.
4. Who runs faster, the hare or the tortoise?

Expected Answer: The hare runs faster.

Good. P.T. will appreciate that they answered fast.

**Announcement of the Topic**

The pupil-teacher will say, "Well students! Today, we shall develop a story 'The hare and the tortoise"

**Method:** The traditional method is the Whole-to-Part approach will be adopted and active participation of the students will be sought.

**Presentation**

The pupil-teacher will narrate the whole story with the help of showing pictures and then develop first half of the story.

<b>Subject Matter</b>	<b>Pupil-teacher's activity</b>	<b>Pupils' activity</b>	<b>Chalk-board summary</b>
<p>First half of the Story: A hare lived in a jungle. A tortoise lived in one.</p>	<p>The pupil-teacher will show the first flash card to the students and ask.</p>		<p>The hare and the tortoise (Flash cards will be displayed one by one)</p>
<p>a pond nearby. The two became fast friends but the tortoise was a very slow walker. Because of this, the hare always made fun of the tortoise. He boasted of his speed. The tortoise could bear it no longer. He challenged the hare to run with him. The hare and the tortoise started the race. The hare was far ahead of tortoise. So he decided to take rest.</p>	<p>Name the animals that you are seeing in the picture. What type of friends are they? Why does the hare always make fun of the tortoise? Who challenged the race?</p>	<p>We see a hare and a tortoise in the picture. They are fast friends. Because the tortoise is slow walker. The tortoise challenged the race.</p>	<p>There are hare and tortoise in the picture. They are fast friends. The tortoise challenged the race.</p>
	<p>The pupil-teacher will show the second flash card to the students and then ask: Who are running in this picture? Which animal is leading the race?</p>	<p>The hare and the tortoise are running. The hare is leading the race.</p>	<p>The hare and the tortoise are running. The hare is leading the race.</p>

### **Sectional Recapitulation:**

The pupil-teacher will ask the following questions:

1. Where did the hare and the tortoise live?
2. Who always made fun of the tortoise?
3. Why did the tortoise challenge the hare?
4. Who was the fast runner between the hare and the tortoise?

Subject Matter	Pupil-teacher's activity	Pupils' activity	Black-board summary
Second half of the story As he laid, he fell fast asleep. The tortoise continued steadily. He reached near the goal. Suddenly the hare awoke. He saw the tortoise near the goad. He ran as fast as he could. But it was too late. He lost the race to the tortoise. Moral-slow and steady wins the race.	The pupil-teacher will show the third flash card and then ask: Who is sleeping on the track?  Which animal is running continuously? The pupil-teacher will show the fourth flash card and then ask: Who is near the goal? Who wins the race? What do you learn from the story?	The hare is sleeping on the track  The tortoise is running continuously.  The tortoise is near the goal. The tortoise wins the race. Slow and steady wins the race	(Flash cards will be shown one by one) The hare is sleeping on the track.  The tortoise is running continuously.  The tortoise is near the goal. The tortoise wins the race. Slow and steady wins the race. Outline of the story will be framed side by side.

### Final Recapitulation

The pupil-teacher will ask the following questions for final recapitulations purpose:

1. What was the title of the story?
2. Who slept on the track?
3. Who lost the race?
4. What is the moral of the story?

### Home work

The pupil-teacher will write the outline of the story on the chalkboard and ask the students to complete it at home:

Once upon a time.....a hare and a tortoise living near each other.....the hare is proud of his speed.....always boasts and makes a fun of tortoise.....tortoise accepts his challenge to run a race.....the hare rest on the way.....lags behind.....the tortoise wins.....moral: 'slow and steady wins the race'.

### 2.3.5.3. Model Lesson-Plan for Teaching a Poem

Pupil-teacher's Roll No.....

Subject: English

Date:.....

Topic: 'Little drops of water' (Poem)

Class: VII

Time: 35 minutes

**Illustrative Aids:** Glass having water, some sand and a chart.

**Instructional Objectives in Behavioural terms**

1. To enable the students to recognise the ideas contained in the poem.
2. To enable them to recall the thoughts given in the poem.
3. To enable the students to understand the theme and significance of the title of the poem.
4. To enable the students to develop the different linguistic skills i.e. listening, speaking, recitation and writing.
5. To enable the students to apply the art of recitation of poetry in different life situation.

**Previous Knowledge Testing**

The pupil-teacher will ask the following questions in order to test the previous knowledge of the students

1. What is this? (By showing a small quantity of sand)  
Expected Answer: This is sand.
2. Tell me what is there in the glass?  
(By pointing towards a glass containing water)  
Expected Answer: There is water in it.
3. Recite any poem related with 'sand' and 'water'.  
Expected Answer: No response as it is difficult to remember a poem related to sand as well as water

**Announcement of the Topic**

After finding the students 'inability to answer the last question, the pupil-teacher will say,"well students! Today, we shall recite a poem Little drops of water."

**Subject Matter**

Little drops of water, little grains of sand,  
Make the mighty ocean and the pleasant land  
Little deeds of Kindness, little words of love,  
Make our earth an Eden, like the heaven above.

**Step I: Introduction**

This poem has been written by E. Brewer in which the poet has tried to tell the importance of little things.

**Step II: Model recitation**

The pupil-teacher will recite the poem With proper stress, rhythm and intonation. At this time students will keep their books their books closed and listen carefully.

**Step III: Second model recitation**

The pupil-teacher will ask the students to open their books at page No..... and then further ask the students to recite the poem after him. If line of the poem are not recited properly by the students, the pupil-teacher will help the students.

**Step IV: Explanation of difficult Words**

Difficult Words will be explained in simple English with active participation of the students and then the pupil-teacher will ask the students to write the words and their meanings in their note books. He/she will himself write the difficult words and their meaning on the chalk-board

<b>Words</b>	<b>Meaning</b>
Mighty	Powerful
Ocean	Sea
Pleasant	Giving pleasure
Kindness	Caring
Eden	Garden where Adam and Eve lived

**Step V: Recitation by the Students**

The pupil-teacher will ask students to recite the poem one by one. Some students will be asked to recite the poem depending upon the one. Some students will be asked to recite the poem depending upon the availability of time. If some students mispronounce a Word or line, it will be corrected with the help of other students or by the pupil-teacher

**Step VI: Silent Reading by the Students**

Students will be asked to read the poem silently. The pupil-teacher will ask the students if they have any difficulty in the poem. Difficult words or lines asked by the students will be made clear by the pupil-teacher.

**Step VII: Recapitulation**

For recapitulation, the pupil-teacher will ask the following questions:

1. What does the little drops of water make?  
(pleasant land or mighty Ocean)
2. Complete the following line:  
Little deeds of .....and little words of love.  
(kindness, happiness)
3. Tell me the meaning of the word 'Ocean.'

**Step VIII: Final recitation**

The pupil-teacher will recite the poem with proper rhythm, stress and intonation in the end.

**Step IX: Home Work**

The pupil-teacher will tell the students to learn the poem by heart at home.

**2.3.5.4 AIMS OF TEACHING PROSE**

The aims of teaching prose are given as Under:

- (i) To enable the students to get sufficient listening practice.
- (ii) To give reading and speaking practice to the students.
- (iii) To enable the students to Write grammatically Correct English.

- (iv) To enrich the vocabulary of the students.
- (v) To develop interest among the students for English.
- (vi) To make the students familiar With different structures of English language.
- (vii) To held the students to improve their pronunciation.
- (viii) To enable the students to read the prose comprehensively with reasonably good speed.
- (ix) To enable the students to understand the applied grammar contained in Prose.

\* **INSTRUCTIONAL OBJECTIVES OF PROSE IN BEHAVIORAL TERMS**

(a) **Knowledge**

- (i) The students acquire knowledge of new words and phrases.
- (ii) They can recognize and also recall those Words.

(b) **Understanding**

The students are able to understand the ideas given in the prose lesson.

(c) **Skills**

The students are able to develop the different linguist Skills Such as listening, speaking, reading and Writing.

(d) **Application**

- (i) The students are able to make use of a few words in their day to day life situations.
- (ii) They are able to read the newspaper and other such reading material in a better way.

**2.3.6 Summary:** Planning is the systematic process of deciding what and how the things should be done. It helps is smoothn the classwork, helps in emphasizing different aspects if language equality.

- I. The stages of lesson planning includes
  - Pre-teaching planning
  - planning during teaching
  - post teaching planning
- II. A good lesson is like a road map which helps to depict the topic and class, the teacher is going to teach so far as planning of lesson in English, only those steps should be followed which reels in learning skills

**2.3.7 Key Concepts**

- Introduction and defunction lesson planning
- Stages of lesson planning
- Characteristics of good lesson plan
- Model lesson plans for teaching Grammar, story and poem
- Aims of teaching prose.

**2.3.8 Self Check Exercise : Fill in the blanks**

1. Planning gives.....and.....to the teacher for the preparation of lesson before hand.

2. Post teaching planning is the stage when the teacher has taught the topic. At this stage, he intends to see how far the .....and ..... his aims and objectives.
3. A good lesson plan allows scope for.....from pre determined plan according to the situation in the class.

**Answer Key:** 1. Sufficient time, an opportunity  
2. successful in teaching, achieving  
3. little deviations

### 2.3.9 Suggested Questions

**Answer the following questions**

- Q.1 Why is planning of the lesson important?
- Q.2 What are the main features of a good lesson plan?
- Q.3 Make a lesson plan to teach a topic of grammar of your choice to 6th class student.
- Q.4 Make a lesson plan to teaching a poem to 7th class students. Write a stanza of the poem also.

### 2.3.10 Suggested Books and Web Sources

1. The teaching of written English : P. Gurrey
2. Modern Teaching of English : Bhatia, Achla & Kaur, Ravjeet. (2011).
3. Teaching & Learning English as a Foreign Language : K.K. Bhatia
4. Techniques of Teaching English : Deepika Lamba, Yogita Joshi, Surjit Singh
5. Teaching of English : Dr. S.K. Nanda, Vipin Nanda
6. Teaching English to beginners : L.R.H. Chapman
7. Teaching English : A.W. Fisby.
8. Principles of Teaching English : S. Venkateswaran.
9. Methods of Teaching English : K.R. Venugopal.
10. Teaching of English : Y.K. Singh (2005)

**Web Sources :**

1. [www.wikipedia.com](http://www.wikipedia.com).
2. [www.google.co.in](http://www.google.co.in).
3. [www.archive.india.in](http://www.archive.india.in).
4. [www.linguistlist.org](http://www.linguistlist.org).
5. [books.google.co.in](http://books.google.co.in)

**Concept of CCE & Evaluation, meaning and importance of tests and examination, different types of tests; oral, written, self-evaluation and group evaluation. Some ways and means for testing different skills of English language.**

- 2.4.1 Objectives
- 2.4.2 Evaluation
- 2.4.3 CCE (Continuous Comprehensive Evaluation)
- 2.4.4 Test and Examination
- 2.4.5 Some ways and means for testing different skills of English language.
- 2.4.6 Oral tests
- 2.4.7 Written tests
- 2.4.8 Summary
- 2.4.9 Key Concepts
- 2.4.10 Self Check Exercise
- 2.4.11 Suggested questions
- 2.4.12 Suggested Books and web sources

#### **2.4.1 Objectives**

After reading the chapter the students will be able to

1. Understand the meaning and importance of CCE
2. get Knowledge of tests, examination and their types, importance
3. Know the ways and means of testing different skills English language

#### **2.4.2 EVALUATION:-“Examinations are formidable even to the best prepared for the greatest fool may ask more than wisest man can answer”**

Evaluation is a broader term than test and examination and it is expected to serve the purpose better in the right direction. In evaluation, the process is holistic and it evolves objectives of teaching, methods of achieve them and then finding out how far they have been achieved. The objectives of teaching English language teaching needs better application that is likely to improve teaching learning process. In evaluation unlike test and examination Which takes into consideration only academic side, all round assessment of the student is made throughout the year continuously.

#### **2.4.3 CCE (CONTINUOUS COMPREHENSIVE EVALUATION)**

Continuous comprehensive Evaluation is internal when we had it fully internal Without the help of external agencies. In that casw, teachers preparing the students in the classroom are to

judge fully and finally the performance of their own students. All types of achievements of the students whether they are academic or non-academic are evaluated continuously for the Whole session While records of the student are maintained properly in the cumulative record registers and on that basis pass or fail of the student is determined by the teachers of the school. It is Comprehensive in the sense that the overall personality of the student is assessed, In all the spheres of life, learner's acquisition of four skills of language learning is taken care of in evaluation. It is continuous as it helps the teacher in knowing about their effects side by side and so they improve accordingly.

#### 2.4.4. TEST AND EXAMINATION

**2.4.4.1 Test** Etymologically speaking, the word 'test' is derived from the Latin word 'testum' which means a small earthen pot. In the past, metal mixtures were tried out by melting them in a special type of earthen pot to see whether some purified metal is left in the pot or not. So in a test, we are able to find out at once whether the taught material is still in the mind of the students or not.

**2.4.4.2 Examination** The word 'Examine' is taken from the Latin Word " Examen" which means the pointer of a balance. As the pointer indicates by its movement whether the weight in the two pans is equal or not, in an examination, a candidate is Weighed as if in a balance.

**2.4.4.3 IMPORTANCE OF TESTS AND EXAMINATIONS** The best formula for a good teacher is that he should take the test after the completion of every topic. The following are the points which show their unique importance:

1. **For Judging the ability of a Teacher:** Tests and examinations are important because they are helpful in judging one's ability as a teacher.
2. **For Judging the ability of the Students:** Tests and examinations are importance because they are useful in checking the ability students.
3. **Means of Promotion:** Tests and examinations help the teacher to classify the students Through tests and examinations. the teacher can find out whether a particular student should be promoted to the next higher class or not.
4. **Selection of Teaching Method:** Tests and examinations are important because they help the teacher in the selection of a particular teaching method.
5. **To Know the difficult part of the syllabus:** Tests and examinations are important because they assist the teacher in Knowing the difficult parts of the syllabus.
6. **To develop the healthy spirit of competition:** Tests and examinations are important because they help in developing the healthy spirit of competition among the students.
7. **To rectify the mistakes:** Tests and examinations are also important as they help the students in knowing their mistakes
8. **To motivate the students:** Tests and examination are also important as they motivate the students to work hard all the more.

9. **To determine the individual differences:** Tests and examinations also help in determining the individual differences among the students.
10. **Self-assessment:** Tests and examinations are important because they help the students in self-assessment and re-assurance of their competence.

#### 2.4.5 SOME WAYS AND MEANS FOR TESTING DIFFERENT SKILLS OF ENGLISH LANGUAGE

We teach English so that the students may acquire the different skills i.e. listening, speaking, reading and writing. In the examinations, therefore, all the four skills should be tested.

##### (a) Sample Questions for Testing the Listening Ability

1. The teacher reads a story or a passage two or three times. Then he puts some questions and the students are asked to speak the answers. They will be able to do so if they have listened carefully.
2. The teacher shows a big picture and make statements, Some of them are right and some of them are Wrong. The students write 'R' for the right statement and 'w' for the Wrong statement.
3. The teacher reads a paragraph loudly with some Words missing in it. Then he reads out the paragraph completely and then the students are asked to fill in the missing Words.
4. The teacher writes in two columns the words having almost the same pronunciation. Then he pronounces a word. The students are asked to tell the name of the column out of which it is spoken e.g.

Column A	Column B
Verse	Worse
Wine	Vine
Well	Wall
Vase	Base

5. The teacher gives Some Command like 'close the door', 'stop writing' etc. The students Will be able to carry out the commands if they have listened them correctly.

##### (b) Sample Questions for Testing the Speaking Ability

1. Simple conversation may be held between the teacher and the student at the early stages of learning the language and at the higher stage, conversation may be of advanced type.
2. A topic for extempore may b given to the students and they are asked to speak on the same for 2-3 minutes.
3. Debate, declamation Contest, elocution etc. type of competitions may be organized in the class to test their speaking ability.
4. Some situation is created in the class with the help of a picture chart. Then the students are asked to speak a few sentences concerning it.

##### (c) Sample Questions for Testing the Reading Ability: Reading is of two types. (1)Loud reading, (2) Silent reading

1. Loud reading can be tested by asking the students to read loudly. It is noticed that whether

- the teacher does so correctly or not. His Way of Stressing the Words and pause at the words and pause at the right place, are also taken into consideration.
2. Silent reading can be tested in a number of ways as mentioned below:
- (i) The teacher shows some flash cards carrying Some Written commands. The students obey by reading them Silently.
  - (ii) Different Words are Written on different flash cards. Then the students are asked to frame sentences by using those Words.
  - (iii) Different sentences are written on the flash cards. They are mixed up. Then the teacher speaks a sentences. The students pick up that card on which that sentence is written. They can do it if they are able to read the sentence silently.
  - (iv) Matching type exercises may be given to the students. They will be able to do it if they can read it silently. True/false or yes/no type questions may also be given to the students.
  - (v) Simple comprehension paragraph may be given to the students. The students are asked to answer the questions after reading the paragraph silently.
- (d) Sample Questions for Testing the Various aspects of Writing**
- Note:** Sample questions for testing vocabulary, grammar, composition, structures, comprehension/ intensive reading and translation are given under heading

**2.4.6 ORAL TESTS** Oral tests is a tests which tests the listening and speaking abilities of the students. It is a skill specific test and is of a very brief nature. It gives the students a Chance to say the things in a nutshell. This test is often put to the students to make the teaching-Learning process interactive and also to revise the topic Which has been taught earlier.

**Types of Oral Tests:** Oral tests are basically of two types:

1. Listening tests.                      2. Speaking tests.
- 1. Listening tests:** Listening is one of the four basic skills of a language. It implies the ability of the student to decode the message correctly from the orally presented set of utterances. The listening ability of the students is tested with the help of listening tests in the following ways:
- (i) **Story comprehension:** The teacher narrates a story two or three times. Then asks some questions and the students are asked to write the answer. They will be able to do so if they have listened carefully.
  - (ii) **Picture comprehension:** The teacher shows a big picture, showing different actions or situations. After describing the picture, the teacher makes statements. Some of which are correct and some are incorrect. The students are asked to write 'R' for correct statements and 'W' for the Wrong statements in their notebooks.
  - (iii) **Word pronunciation:** The teacher writes in two columns, the word having almost the same pronunciation. Then he pronounces a Word. The students will tell the name of the column, out of which it is spoken e.g.

**Column A**

Bat

Table

Sat

Kind

**Column B**

bet

Stable

Set

mind

(iv) **Giving Commands for performing Actions:** The teacher gives Some commands like ;sit down', 'stand up', look here', 'stop writing' etc. The students will be able to perform the actions if they have listened carefully.

(v) **Missing Words:** The teacher gives a passage with Some Words missing in it. Then he reads out the whole passage. The students listen carefully. After that the students are asked to fill up the missing Words.

2. **Speaking tests:** Speaking is another skill of the language. It requires Some competencies, Such as Word recognition, comprehension, pronunciation, fluency and interpretation on the part of the learner. In order to test all the above said Competencies following Ways are adopted.

(i) **conversation:** Conversation may be held between the teacher and the taught. Questions are asked keeping in view the mental level of the students.

(ii) **Debate and declamation:** A topic is given to the students for debate or declamation, a few days before by the teacher. Then the day and time is fixed and students are asked to speak on the topic for 2-3 minutes.

(iii) **Extempore:** Students are asked to speak instantly on any given topic for one or two minutes in the class.

(iv) **Creating situation:** Some situations are created with the help of Pictures or charts. The students are asked to speak a few sentences related to the situation.

⇒ **Importance of Oral Tests** Oral tests are of great importance. They will remain important if they are put in a perfect way. This is because asking questions in a perfect Way is an art which can be developed through Continuous practice. The following are the points which show clearly that oral tests are of unique importance:

(i) **Listening practice:** These tests provide sufficient listening practice to the students as the teacher questions them orally.

(ii) **Speaking ability:** As the students have to answer orally. it improves the speaking ability of the students.

(iii) **Pronunciation:** Oral tests also help in improving the pronunciation of the Students. As the teachers speak the new Words first and students imitate them. So, it is suggested that the teacher must have a model pronunciation.

(iv) **Confidence:** Oral test develops confidence among the students for conversing with anybody because it removes the hesitation of the students which they feel while speaking at the early stages of learning a language.

(v) **Effective teaching:** Oral tests make the teaching effective as questions and answer are

exchanged between the teacher and the students. It makes the teaching a two-way process.

(vi) **Revising the topic:** Oral tests also help in revising the topic which has been taught earlier. It is a very good practice for knowing the ability of the students and the teachers.

(vii) **Attentive and alert:** Oral tests keep the students attentive and alert throughout the period.

(viii) **Language learning:** Oral tests greatly help in learning two skills i.e. listening and speaking. Practice in listening is the first and foremost Principle in language learning and the learner who gets a lot of listening practice becomes good in spoken language too.

**2.4.7 WRITTEN TESTS** While we emphasize for a real appraisal of the achievements of the students, the important of written tests in English cannot be under estimated. These tests can be organized for evaluating the attainments of the students in various aspects of learning English and may be the following types:

1. vocabulary tests
2. Tests for grammar
3. Tests for composition
4. Tests for intensive reading
5. Tests for translation
6. Tests for punctuation

1. **Vocabulary Tests.** Vocabulary tests are meant for testing the Knowledge of Vocabulary of the students. These are based on the class in which he students are studying. Some of its examples are:

- (a) Use the following Words in sentences of your own:  
Beautiful, generous, rebel, present etc.
- (b) Distinguish between the following pairs of Words by using them in meaningful sentences:  
Advise, advice., practice, practise., these, those etc.
- (c) Match the following:
 

(i) Dogs	Roar
(ii) Lions	Bark
(iii) Cat	Chirp
(iv) Sparrow	mew
- (d) Make sentences by making correct Use of the following idioms and Phrase:  
carry on call in, fed up, cats and dogs, apple pie order etc
- (e) Substitute on words for following:
  - (i) Fit for food
  - (ii) Goods carried out of a country
  - (iii) One who leaves his country to settle in another
  - (iv) Easily broken
- (f) Supply the suitable word from the given list in the following sentences:  
Fun of, favorite, faithful
  - (i) Dog is a.....animal

(ii) Mr. Verma is my.....teacher

(iii) Children always make.....Joker.

**(3) Tests for Testing Grammar:** The knowledge of rules of English grammar, structure and correct Use of words and sentences can be checked with the help various questions. Some examples are given as under:

**(a) change the following sentences into negatives:**

(i) He plays football

(ii) She sang a song

(iii) We shall go for a Walk.

**(b) Change the voice of the following sentences:**

(i) Man killed the money.

(ii) She solves the sums.

(iii) He teaches us English.

**(c) Change the narration of the following sentences:**

(i) He Said to me, "Why are you making a noise?"

(ii) The teacher Said, 'Slow and steady Wins the race.'

(iii) She Said, 'I Will not come tomorrow.'

**(d) Correct the following sentences:**

(i) He deals With bakery.

(ii) She is my cousin sister.

(iii) His father died with diabetes.

**(e) Make the correct use of the verb in the following sentences:**

(i) He (go) to school tomorrow.

(ii) Why (be) you late yesterday.

(iii) She (Win) the prize in the competition.

**(f) Complete the following sentences by using suitable clauses:**

(i) She is too Weak.....

(ii) That is why.....

(iii) Death is .....

**(g) Frame the questions for the following answers:**

(i) It opens at 10 am.

(ii) He is a shopkeeper

(iii) Yes, I was present there.

3. **Test for Testing Composition:** for testing the ability of composition, suitable questions can be put the teacher on the basis of the composition Work done in the class. Make it sure that the students do not form the habit of cramming a few important paragraphs, letters or stories Which the teacher Wishes to set in such tests. for the lower class students, questions from guided composition topics may be given but for higher classes, questions on composition should be on topics other than those which have been discussed in the class i.e. from topics of free composition. Questions may be set as given below:

- (a) Write a paragraph on the topic.....
- (b) Write a letter to the principal of your school for....
- (c) Write a Story on the title.....
- (d) Make the précis of the passage
4. **Tests for Testing Intensive Reading:** Some books of prose and poetry are prescribed to the students studying in different classes. Their Knowledge of common Words and phrases may be tested. The teacher should motivate the students to study English carefully and suggest the reading of some important general books besides their text books. A number of questions can be asked for testing their knowledge of the lesson taught to them. They may be asked to write the summaries of the poems, stories of the lesson in their own Words. Simple comprehension questions on important facts, questions for explaining the prose passage and stanza of the poem With reference to the Context, questions on applied grammar etc. Students studying in higher class may be asked to give their comments on passage read by them or their reaction if they face the same kind of situation in their own life. Sufficient practice of such exercise may be given in the class to the students so that they do not face any difficulty While answering these questions:
5. **Tests for Testing Translation:** Most the teachers use translation method for teaching English to the students of Various classes. Translation method of teaching English means teaching English by translating each and every word of English in Hindi/Punjabi or Vernacular. Translation still forms an important part of curricula in English at School level. An appropriate Use of translation may, however be made and suitable questions should be framed to test their ability to translate English sentences into vernacular and Vice-Versa. Effort should be made to test the students command over English structure with regard to the proper use of the tense. Questions can be asked for translating Some idioms and proverbs too. These are the various forms of the written tests. A good test of English for every class must include the different forms of tests proportionate to the marks assigned for each aspect.
6. **Tests for Punctuation:** Some unpunctuated sentences or paragraph is given depending upon the mental level of the students. The students are asked to punctuate it e.g.
- (a) Why are you late said the teacher
- (b) He said they are going to Shimla tomorrow aren't they
- (c) That you have cleared aipmt I can hardly believe said the Uncle to his nephew
- 2.4.8 Summary:** In evaluation, the process is holistic and evolves objectives of teaching, methods of achieving objectives and then finding how far have been achieved.
- CCE is internal when we had it fully internal without help of external agencies. In that case, teacher preparing the students in the classroom are to judge fully and fairly the performance of their students class activities.
  - Test and Examination has its own unique importance as it helps to judge the ability of the students. helps to classify the students allow the teacher to adopt the particular method of teaching and helps to develop the spirit of competition among students.

**2.4.9 Key Concepts**

- Evaluation
- CCE
- Tests and Examination
- Different ways of testing skills

**2.4.10 Self Check Exercise**

1. The word Examine is taken from the latin word.....
2. In evaluation, the process is .....and it evaluates .....of teaching, method of achieve them.
3. Oral test is a tests which tests the.....and.....skills of the students

**Ans:** 1. Examen      2. Hoistic, objectives      3. listening, speaking

**2.4.11 Suggested questions**

- Q1 Why are the tests and examinations importance?
- Q2 Define Oral test? Discuss its importance also
- Q3 How far the concept of CCE and evolution is helpful in testing the knowledge of a pupil?
- Q4 Give some ways and means for testing different skills of English Language

**2.4.12 Suggested Books and Web Sources**

1. The teaching of written English : P. Gurrey
2. Modern Teaching of English : Bhatia, Achla & Kaur, Ravjeet. (2011).
3. Teaching & Learning English as a Foreign Language : K.K. Bhatia
4. Techniques of Teaching English : Deepika Lamba, Yogita Joshi, Surjit Singh
5. Teaching of English : Dr. S.K. Nanda, Vipin Nanda
6. Teaching English to beginners : L.R.H. Chapman
7. Teachin English : A.W. Fisby.
8. Principles of Teaching English : S. Venkateswaran.
9. Methods of Teaching English : K.R. Venugopal.
10. Teaching of English : Y.K. Singh (2005)

**Web Sources :**

1. [www.wikipedia.com](http://www.wikipedia.com).
2. [www.google.co.in](http://www.google.co.in).
3. [www.archive.india.in](http://www.archive.india.in).
4. [www.linguistlist.org](http://www.linguistlist.org).
5. [books.google.co.in](http://books.google.co.in)

## Mandatory Student Feedback Form

<https://forms.gle/KS5CLhvpwrpgjwN98>

Note: Students, kindly click this google form link, and fill this feedback form once.