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Section - A

1(a) Recommendations of the Kothari Commission
For teaching Language in IndiaKothari Commission (1964-1966)

Kothari commission was set up in 1964 under the chairmanship of Dr. D.S. Kothari. This was the ~~first~~ sixth commission in the history of education commission and was most comprehensive in nature. It reviewed almost all aspects of the education system without limiting itself to any one particular aspect, unlike the commissions that came before and after it. Another unique feature of the Kothari Commission was its international composition. Apart from 11 Indian members from 5 other countries such as USA, U.K, USSR, France and Japan.

Need for appointment of commission

- Need for a comprehensive policy of education in spite no. of education committees after independence, Satisfactory progress would not be achieved.

- Need for detailed Study even though a good deal of expansion of education facilities took place; it was at the expense of quality.
- Need to emphasize role of people in national development. To make people aware that they have a share in the national development along with the government.
- Need for overview of educational development. To create more integration between various parts and consider it as a whole not as fragments.
- Need for positive approach to the status of teacher. The teacher community had been neglected suffering many hardships requiring a positive approach to the problem.

Objectives Stated by the Commission

1. Education for increasing productivity.

- Make Science a basic component of education and culture.
- Introducing S.V.P.W as an integral part of general education.

- Vocational education to meet the needs of the industry of agriculture.
- Improving Scientific and technological research and education.

(2) Education For an accelerating process of Modernization

- Adopting new methods of teaching.
- Proper development of instruct attitudes and values.
- Building essential skills like independent study.
- Educating people of all straits of society.
- Emphasizing teaching of vocational subjects and science.
- Establishing universities of excellence in the country.

(3) Educating For Promoting Social and National integration

- Introducing common school system of public education.
- Developing all modern Indian language.
- Taking steps to enrich Hindi as quickly as possible.

- Encouraging and enabling students to participate in community living.

(4) Education for Inculcation of national Values

- Introducing moral, social and spiritual values.
- Presenting before students high ideas of social justice and social service.

Language Policy

- (1) At lower primary stage only one language should be studied compulsorily. i.e mother-tongue or the regional language. Some children belong to linguistic minority may also opt for instruction in regional language.
- (2) Higher primary stage only two languages should be studied on a compulsory basis.
 - (a) Mother tongue or regional language
 - (b) Official or associated language of union (English or Hindi)
- (3) Secondary classes will have to study three languages (3 languages formula).

- (4) Senior Secondary classes will have to opt for only one language and for degree courses no compulsion on study of any language.

Important recommendations of Kothari Commission

1. Provision of free and compulsory education:-

Recommended providing free and compulsory education for children aged 6 to 14 years.

- (2) Languages:- The commission recommended adopting a three language formula at state level.
- (3) The Kothari commission recommended promoting regional languages, sanskrit, as well as international languages, preferably English.
- (4) Providing Favourable and adequate service conditions for teachers and providing them with the necessary freedom to conduct and publish their findings.
- (5) To promote social justice, the Kothari commission focussed on girls education, education of backward classes, education of tribal people, Physically and mentally handicapped children.

- (6) As a Science and Maths are an integral part of the growth of any nation, the Kothari Commission recommended making Maths and Science an integral part of education.
- (7) To improve education at university level by paying special attention to post graduate level Research, training etc.
- (8) Identification of talent:- For the cultivation of excellence, it is necessary that talent in diverse fields should be identified at as early an age as possible.
- (9) Work experience and National service :- The school and the community should be brought closer through suitable programs of mutual service and support.
- (10) Science Education and research.
- (11) Education for agriculture and Industry.
- (12) Games and sport should be developed on a large scale with the object improving the physical fitness.

The government of India recognizes that reconstruction of education is no easy task. The government of India will also review, every five years, the progress made and recommend guidelines for future development.

3. Principles involved in ELT in India

There are different approaches for the teaching and learning process of languages such as psychological, linguistic and pedagogical principles.

(1) Principle of Habit-Formation

Language teaching is an art like other arts; it needs sustained "practice and drill" so great stress should be laid on practice instead of cramming exercise.

(2) Principle of Interest

In the learning of English as a foreign language the principle of interest is to be kept in mind by the teacher because the children do not have an innate interest in the learning of this language.

(3) Principle of Concreteness

It is a psychological fact that children learn more effectively when they can see and handle objects. A child picks up knowledge through various sense, where one sense reinforces the others.

(4) Principle of Accuracy and correctness

This principle leads to correct pronunciation, intonation, spellings, structures and accurate or exact logical expression words having similar sounds with their different order.

5. Principle of Selection and Gradation

Teacher has to select material for his teaching. It means putting language items in order of presentation. It involves grouping and sequencing.

Grouping concerns

- system of language
- structures
- Sounds into words, words into phrases, phrase into sentences and sentences into contexts.

(b) Sequencing

For Sequencing means grading or what comes after what. This principle involves further steps:-

- (•) Frequency
- (•) Teach ability
- (•) Applicability
- (•) Coverage
- (•) Learn ability.

(6) Principle of Motivation

Motivation is the super highway to learning. English is a painful process and gives considerable mental strain to the learner. Teachers should try his best to reduce the strain.

(7) Principle of proportion

Language is a system. It is an organic whole. Just as the system of our body is composed of the senses of hearing, seeing, heart, lungs and brain etc.

8. Principle of Natural process

Mother-tongue is acquired by the children through a natural process. Teacher should follow these steps.

- Due attention should be paid to pronunciation and accent.
- Formation of speech habit.
- Knowledge of words related to daily life should be given
- Loud reading may be emphasized than silent reading
- Writing skill should be developed.

(9) Principle of linking with life

The process of language teaching should not be cut off from life.

(10) Principle of purpose

People may learn second or third language for different purpose eg: commercial, social, scientific, academic etc.

(11) Mimicry as the key to Language learning.

People who mimic easily have a great advantage in learning a foreign language.

Mimicry is the key to learn a foreign language.

Mimicry involves three aspects. -

(a) Acute and constant Observation

(b) Indulge oneself into it.

(c) Continual practice.

6. Dr. West Method of teaching English.

Dr. West approached the problem of teaching English not from the standpoint of pedagogy, but from the stand point of social needs of the Indian people. He holds that, "Indian boys need most of all to be able to read English, than to write it, and lastly to speak it and understood it when spoken".

According to him, "it is easier to acquire

a reading knowledge of a language than to acquire a speaking".

The West's method puts emphasis on three important elements.

- (a) reading
- (b) Readers with Selected Vocabulary
- (c) judicious use of the mother tongue.

The main Features of Dr. West's Method

Reading:-

According to Dr. West, Indian children should be taught how to read English. The teacher should engage them in purposeful silent-reading. This would increase the student's power of comprehension.

~~By~~ Dr. West for his readers is 2,280 which has been classified under the following four heads.

- (a) Essential words - This, it, is, a, shall etc.
- (b) Common environmental words - chair, table, glass etc.
- (c) General words - good, bad, nice etc.
- (d) Specific environmental words - tree, garden, river etc.

Oral work

Dr. West while stressing silent reading, has made provision for some oral work mainly

in the form of reading aloud before silent reading begins. He admits that, speaking gives reality to the subsequent reading of the language. Dr. West has taken oral work as a preliminary subsidiary to the art of reading.

Training in speech.

Dr. West has given some scope for training in speech to make his method complete. In order to give a Scheme of training he has made a distinction between speech and vocabulary.

According to him, "The ideal speaking vocabulary is the most easily learnt and most easily used set of word which capable of expressing correctly the largest number of ideas." The size of the speaking Vocabulary is much smaller than that of the reading vocabulary.

According to him, no attempt should be made to teach any two - language skills at the same time. He also holds that written work should be correlated with oral work. Dr. West considered English as a skill subject and emphasized the principle of specific practice. His teacher's Hand books serve as guide books for teachers.

Merits of Dr. West Method

- He was one of those who first paid attention to the selection and grading of vocabulary and took the first step in its reform.
- It is very effective in the teaching of reading though it has some important pedagogical drawback.
- In view of the limited time now available for teaching.
- The practice exercises are quite interesting.
- The graded Readers, companions, composition books, Teacher's hand books were all interesting and appeared to be helpful.

Demerits of Dr. West Method

- He ~~is~~ has over-estimated the value of reading by saying that it by far the shortest road to learning ^{to} speak and write.
- If the pupils have to start with reading in the initial stage, the language learning is sure to be dull and lifeless to him.
- The modern educationists do not support Dr. West's view that a reading knowledge of a language is easier to acquire than a speaking.
- This method attaches too much of importance to silent reading.

7. Different Patterns of Sentences

(1) S. V (adv.)

(Subject - Intransitive Verb - adverb, usually optional.)

Examples

- * The man laughed (loudly)
- * The audience laughed
- * The guest has arrived.

Note: An Intransitive verb is an action verb that does not require a direct object or a complement to complete its meaning. The word 'intransitive' literally means does not carry across. Therefore the action of the verb does not transfer to an object, that is a person or thing that receives the action of the verb, often adverbs or adverb phrases will appear in these sentences to expand the basic meaning of the verb.

Note: Some intransitive verbs can take a direct in a different sentence.

Eg:- He runs every morning (intransitive verb)
He runs a successful business (Intransitive verb)

2. Transitive Verb patterns (Active voice)

A) S... V... Do (Subject + Transitive Verb + Direct ~~Ob~~ object)

eg:- The dog catches the ball.

* The man teaches English.

* The scientist performed an experiment.

Note: Some verbs require an adverb with this pattern.

S... V... D... Adv (Subject + Transitive Verb + Direct Object + Adverb)

* The guard put the key in the door.

* The police treated the old man politely.

B) S... V... IO... DO

(Subject + Transitive verb + indirect Object + Direct object)

eg examples:-

* Tom wrote his mother a letter.

* Mr. Smith teaches the students English.

* The dog gives the man the newspaper.

* The shopper gave the clerk ten dollars

(C) S...V...D...OC

(Subject + Transitive verb + Direct Object + Object complement)

Examples:-

- * He called the teacher a genius.
- * Alice cut her hair short.
- * The child made her mother happy.

(3) S...V...SC (Subject - Linking Verb... Subject complement)

Examples:-

- * I feel sick.
- * His hair turned grey.
- * This soup tasted ~~turned~~ good.

Note: You can often determine whether the verb is linking by replacing it with "to be." If the meaning of the sentence remains the same, you have a linking verb.

Note: A Subject complement follows a linking verb. It can be either a noun or an adjective. The noun SC remains or identifies the subject. The adjective SC describes the subject.

4. (a) S... V (to be) -- adv. or PP

(Subject -- verb ('to be') -- adverb or prepositional
Phrase)

Examples:

* My parents are here.

* My house is on Vanowen Street.

* The groceries are in the ~~kith~~ kitchen.

Note: This pattern is similar to pattern 3 (S--V--SC). However, the verb is not followed by a subject complement (an adjective or noun that completes the meaning of the subject). Instead an adverb of place or a prepositional phrase showing location complete the meaning of be. In this case "to be" is not a linking verb. Some grammar books will call "to be" an intransitive verb in this special case.

Intransitive Verbs do not require ~~to~~ a complement or a direct object to complete their meaning.

4 (b) ~~There~~ -- verb ("to be") -- subject

(4.b) There ... v (to be) ... S ... Adv. or PP

(There .. verb ("to be") .. Subject .. Adverb or
Prepositional phrase)

Examples:-

* There was some money in my pocket.

* There were two exams yesterday.

Notes:- This pattern is often called the "delayed subject" pattern. The word "There" fills in the place where the subject normally appears. The subject doesn't appear until after verb. The verb must agree in number with the subject word that follows it. IF you understand this pattern, you will always know whether to make the verb singular or plural.

8. Importance of Lesson plan.

Every teacher is required to prepare a lesson plan because this is considered as guide for the days lessons. planning is important because it gives the teacher a concrete direction of what she/he wants to take up for the day. Research has shown that student learning

is correlated to teacher planning.

One major explanation is that when plan is ready, Teachers can focus on its implementation. When teachers do not have to think so much about what they need to do next they are able to focus on other parts of the lesson.

Lesson planning is important because it helps teachers ensure that the day too. Day activities that go on in their class rooms are providing students with an adequate quate level of long-term progress toward the goals outlined in their scope and sequence, as well as their individual education plans when necessary.

An effective lesson plan includes several elements, learning objectives, quality questions, supplies and activities. It is important to have the learning objectives in mind because those should drive the development and implementation of all activities in the classroom.

Quality questions are enquires that the teacher plans to direct at the students over course

of the lesson. Some times these questions are rhetoric in nature, but more often they are designed to help the student think at a higher level than simple memorization and comprehension. It is important to come up with a plan for assessment to determine whether the class has met its targets.

Lesson planning is a complex yet essential part of the teaching process that changes over time as teachers gain more hands on experience.

Learning to plan is just like any other skill. It takes time and practice. At first lesson planning may seem like a time consuming process ~~but~~ creating detailed lesson plans as a beginner teacher one is able to develop routines. That can become more automatic over time.

- * Lesson plans should be in a written form.
- * Objectives should be clearly defined.
- * It should relate to suitable teaching method and its use.

* Subject, time, class, average age of students should be mentioned.

* Example should be included.

* Inspirational or motivational methods, should be experimented in lesson planning.

(10) Powerpoint Presentation useful in class-room teaching.

The powerpoint presentation in the form of slides serve a very important role in the modern education. Any person with a basic knowledge of powerpoint can learn to make slides relevant subjects of teaching with a very little training.

If a teacher is really interested to learn and use this media to teach his or her students can do it in very short period of time. One can use the powerpoint slides starting even from the students of kindergarten onwards. Even the students who do not want to come to school as the ordinary teaching by the traditional methods seems boring them.

They are attracted by the novel methods of teaching through the powerpoint presentations.

The entire lessons of the students can be incorporated in powerpoint slides and then can be ~~be~~ taught to them in the classroom by interpolating sounds and animations in the test lessons making the lessons very interesting to the students.

This can be done by having an LCD TV attached to the computer in the classroom. This works out to be much cheap and better than even the electronic smart white board. The added advantage is that the teachers can also use the ordinary black board in the class. There is no need to cover the wall with a fixed electronic white board which will also need an overhead projector to run it in addition to a computer. This also reduces operating costs which are very heavy when we use the electronic boards.

Powerpoint presentations are also advantageous than the electronic boards because the teachers can make the slides themselves according to their own specific requirements of the subject instead of using the globally made software which may not serve the specific needs of the teacher in the class room.

The students may also be involved in preparing these slides. They will learn most of their lessons when they practically make the slides themselves. In addition, the students will increase their speed of typing when they type their lesson for the powerpoint slides.

11 Distinguish between hearing and Listening.

The definition of hearing has more to do with the Physiological act of hearing sounds than it does with making sense and connecting with the persons whose talking to you.

Listening on the other hand means to pay attention to sound, to hear something with thoughtful attention; and to give consideration.

Difference between hearing and listening

The following points are vital so far as the difference between hearing and listening is concerned:-

- (1) An individual ability to perceive sounds by receiving vibration through ears is called the hearing. Listening is something done consciously that involves the analysis and understanding of the sounds you hear.
- (2) The hearing is primary and continuous in nature. i.e. the first and foremost stage is hearing. Followed by listening it occurs continuously, pay attention to something for long hours.
- (3) The hearing is physiological which is through one of our senses in the living organisms. On the contrary listening is psychological. (conscious act)
- (4) While hearing is a passive bodily process that does not involve use of the brain. As opposed to listening it is an active mental process which involves the use of brain to draw meaning from words and sentences.

- (5) Hearing involves receipt of the messages through ears. Conversely listening encompasses interpretation of the message received by ears.
- (6) The hearing is an inborn ability but listening is a learned skill.
- (7) In the hearing, we are not aware of the sounds that we receive, however in the case of listening we are completely aware of what the speaker is saying.
- (8) Hearing involves the use of only one sense, i.e. ears. Listening involves the use of more than one sense i.e. eyes, ears, touch etc. to understand the message completely and accurately.
- (9) In the hearing we are neither aware nor we have any control over the sounds we hear. In listening we are aware of what the other person is saying and so we listen to acquire knowledge and receive information.
- (10) Hearing does not require focus, whereas listening does.

12. Advantages of Silent Reading

Silent reading is considered to be the best kind of reading as the mind is fully engaged in this act. The children should be initiated into reading silently as soon as they have mastered some degree of fluency of reading aloud.

Morrison has ~~said~~ said "Loud reading by students should be followed by silent reading". Mehtha said that, "we all read faster than we speak and children must be initiated in to the silent reading habit as early as possible".

Advantages of Silent Reading.

- * Silent reading is a quick way of reading through a passage. Silent reading saves time and energy.
- * The students find it an interesting way of reading.
- * According to Mehtha it acts as a different against the tendency so common amongst beginners to translate what they read in English to their mother tongue.

- * Silent reading is a great value in the practical life even after the school life. It helps in higher classes as they students have to comprehend the vast resources of text books for comprehension and examination process.
- * According to Ryburn, It enables attention and energy to be concentrated on meaning and so it saves a division of attaining resulting in a greater assimilation of information.

These are the main advantages of silent reading.

14. Difference between intensive reading and extensive reading

It will be beneficial to compare intensive reading with extensive reading in order to understand them properly.

Intensive reading

- (1) It concentrates upon the language aspect.
- (2) The aim to make a careful and minute study

What is read.

- (3) Words, Phrases, and expressions are studied in detail.
- (4) Reading by the pupils is loud and controlled by the teacher.
- (5) New words and phrases occurring in the pass into the pupils active vocabulary.
- (6) It requires intensive teaching.
- (7) The teacher plays an active role.

Extensive reading

- (1) It concentrates upon the subject matter.
- (2) The aim is only to grasp the meaning of what is read.
- (3) Words, Phrases, and expressions are not studied in detail.
- (4) Reading by the pupils is silent and independent.
- (5) New words and Phrases occurring in the book pass into the pupils passive vocabulary.
- (6) No detailed teaching is required.
- (7) The teacher's role is reduced that of a Supervisor.

Intensive reading involves learners reading in detail with specific learning aims and tasks while ~~exte~~ extensive reading involves learners reading texts for enjoyment and develop general reading skills.

It includes skimming a text for a specific information to answer true or false statements or filling gaps a summary, scanning a text to match headings to paragraphs, and scanning jumbled paragraphs and finally, reading them carefully to put them into the correct order. (BBC).

2(a)

CALT

Introduction

Computer Assisted Language Teaching (CALT) is an approach in which computer technology is used as an aid to presentation, reinforcement and assessment of material to be learned. An increasingly used electronic device in education today is a computer. Computer has become both a language medium and an aid to instruction.

CAT Computer assisted instruction is a form of programmed instruction. A computer can do the work of a teacher. The teacher designs a programme and feeds in all the information. Once this is done the computer can use in many ways.

The computer can do work of a teacher. The teacher designs a programme and feeds in all the information. Once this is done the computer can answer queries, record, point points out mistakes and explanations to. The use of computer in language classroom is also increasing because of its speed of operation.

- * The immediate response, the feed back, change in the display quick reporting of the result contribute to its popularity. This creates excitement and encourages an active participation of the learner in learning English Language.
- * For a language teacher the computer vocabulary has become an indispensable aid in teaching vocabulary, grammar and composition. Rewriting a composition exercise is laborious process for the students. In computer it is saved

and any correction, addition and deletion is all made possible because of a word processor.

- * The learner sees himself what he created and can take pride. Grammar item can easily learned through computer.
- * Series of exercises are given and when the learner completes them an immediate feedback is given. A congratulatory message flashes on the screen if the answer is correct.
- * Depending on the passages made by the pupil further exercises are given slowly increasing the difficulty.
- * CALT has its privacy and pupil need not be embarrassed before his peers. He can work his own and at his own pace.

Methods

- * Programmes which have been specifically design for English language teaching.
- * CALL - Specific Software (CD, ROM, online)
- * Web based learning materials (blogs, wiki etc.)
- * Programmes which have been not specifically

designed for English language teachers.

- * Generic Software (word processor, presentation software, spread sheets)
- * Computer - Mediated communication (CME programs) (eg: synchronous) online chat asynchronous (email and discussion forum). Many educators indicates that the current computer technology has many advantages for second language teaching.

Interest and motivation :-

Classifical language teaching in a classroom can be monotonous in learning CALT programs can provide students ways to learn English through :-

- * Computer games
- * Animated graphics
- * Problem solving techniques.

The drill becomes more interesting using these methods. CALT allows learners to have non-sequential learning habit. They can decide on their own which skill to develop and which course to earn as the speed and level

by their own needs.

A compatible Learning Style :-

Students have different style of Learning and an incompatible style for students will cause serious conflict to them. CALT can provide an exciting 'Fast' drill for one student and 'slow' for another.

Flexible Learning :-

Learning anywhere, anytime, any how and anything you want which is very true for the web based instruction and CALT. Learners are given a chance to study and review the materials as many times they want without limited time.

Immediate feed back :-

Students receive maximum benefit from feedback only if it is given immediately. A delayed positive feedback will reduce the encouragement and reinforcement and a delayed negative feedback affect the crucial knowledge a student must master.

- * CALT helps in overcoming administrative and logistic burdens.
- * CATL individualizes ~~that~~ best experience.
- * CALT provides ~~an~~ soft pacing.
- * CALT provides more accurate assessment of the test-taker's language ability.
- * CALT required less time to finish.
- * CALT Provide improved test security.
- * CALT creates more positive attitude towards test.

Implication for language teacher.

It can be immense help for language teacher in making correct assessment of language ability of their students. It can help them individualizing the learning and testing process by taking them beyond the traditional classroom. Computer adapted test, quizzes based learning can be practiced.

Conclusion

Using CALT materials in the personal website in language teaching is advantages for both learner and teachers. The computer assisted

Language lab is gaining entry into many educational institutions these days. For the teacher it saves time and energy and he/she can make better use of experiences. It takes away tedious mechanical task of corrections and evaluation.

The immediate response, the feed back, change in the display, quick reporting of result contribute to its popularity. Parents can also see the files to note the progress and achievement of their children.

15.

~~IFL~~

Section - C

English as a Foreign Language (EFL)

English is a foreign language is a traditional term for the use or study of the English language by non-native speakers in countries where English is generally not a local medium of communication.

English as foreign language corresponds roughly to the expanding circle described by

linguist Braj Kachru in standards, condification and socio-linguistic realism the English language in the outer circle.

ESL instructional approaches differ in significant way EEL is usually learned in environments where the language of the community and the school is not English.

16. Mother tongue and Foreign language

Mother tongue is learned quite automatically where as a second language is learnt consciously learning a foreign language is a painful process and it requires a lot of practice constant and sustained practice alone can help the learner of second language to some extent. The teacher has to feel the importance of situation to learn English as a second language and accordingly design the activities that can develop language skills in English in his students.

A person is continuously surrounded

by mother tongue and he doesn't have any interferences in learning the language. He is benefited from a large number of teachers. Everybody he needs is a teacher of his mother tongue. There is no gap of opportunities to forget the language use. Learning English as a second language has different set up.

17. Skill of Stimulus Variation

For the success of any lesson. It is essential to accurate and sustain the attention of student learning is optimum. When the students are fully attentive to the teaching-learning process. How to secure and sustain the attention is main theme of this skill. It is known that based on psychological experiments that attention of the individuals tends to shift from one stimulus to other very quickly. It is very difficult for an individual to attend to the same stimulus for more than a few seconds.

Therefore for securing and sustaining the attention of the students to the lesson, it is

imperative to make variations is the stimulus. This is because attention is the necessary prerequisite for learning. The following are the components of the skill.

- * Movement
- * Gestures
- * Change in speech pattern
- * Change in interaction cycle
- * Focusing
- * Pausing
- * Oral visual switching.

18. Direct Method

Direct method is the result of failure of Grammar translation method vis-a-vis in making the students to have practical command over English. If a language is taught directly where immediate association between experience and expression in words, phrase and meaning is possible, then there are all possibilities for learning the language.

The basic aim of Direct Method is to teach

any foreign language through conversation, discussion and reading in the target language by associating the experience and expression without using the students' mother tongue.

Principles of direct method:-

- (1) Oral practice
- (2) Restrains the mother tongue
- (3) The sentence is the unit of speech
- (4) Grammar is taught inductively
- (5) Opportunities to learn new vocabulary.

19. Parts of speech in English

Sentence, clauses and phrases are made up of words. According to their nature and functions in the sentence, words are divided into eight classes, called parts of speech.

(1) Nouns

A noun may be defined as the name of a person, place or thing.

eg:- (a) Gandhiji is the father of the nation

(b) India is our country

There are two types of nouns - abstract and concrete nouns.

(2) Pronouns

A pronoun may be defined as a word used instead of a noun.

eg:- (a) Hari said that he was a good swimmer.

(3) Adjective

An adjective may be defined as a word, which qualifies a noun and adds something to its meaning.

eg:- He is an eloquent speaker.

(4) Verb

Verbs are word, which describe the action or condition of the subject, i.e., what the subject does, or what happens to it, or what it is.

eg:- The Sun sets in the west.

(5) Adverb

Words which modify, add something to the meaning of a verb, an adjective or an adverb is called adverb.

eg:- He ran very fast.

(6) Preposition

Preposition is a word, which is usually placed before a noun or pronoun to show latter's

relation to some other word in the sentence.

eg:- I Put it in the box

(7) Conjunction

A conjunction may be defined as a word used to join together words, phrases or clauses.

eg:- He works hard to earn his bread and butter

(8) Interjection

An interjection is a word of exclamation, expressing a sudden feeling or excitement.

eg:- Oh! I have lost my purse.

20. Advantages of a lesson plan

- It inspires the teacher to improve the further lesson.
- It helps the teacher in evaluating his teaching.
- It develops Self confidence in the teacher.
- The teaching matter is organised in a time-frame.
- It inspires the teacher to ask proper and important questions.
- It provides guidance to the teacher as to what and how he should teach.
- It helps in creating the interest of students towards the lesson.

- It stimulates the teacher to think in an organised manner.
- It helps the teacher to understand to objectives properly.

21 Prose and Poetry

Parameters of Comparison	Prose	Poetry.
Meaning	Prose is a free-flow form of literary work in which the author pen down his or her thoughts or feelings comprehensively.	Poetry is a form of literature in which the author writes his thoughts/feelings in an artistic style of writing.
Writing style.	Prose is written simply, without stanzas.	Where as, in the case of poetry it is written in stanzas, and paragraphs, decoratively.
Motive	The main motive of penning down a prose is to make readers aware.	Where as, Poetry is written for pleasure, or to delight the readers.
Language	The language used in a Prose is natural, and easy to understand.	On the other hand, in Poetry language is used is rhythmic.
Easy to understand	Prose is easy to understand, and can be comprehended by reading it once.	While, on the other hand, Poetry is sometimes hard to understand and it may take two-three times for a reader to comprehend.

22. Uses of blackboard and White board

White boards, at their core are a free form medium. The way in which an instructor uses them is limited mostly by creativity. This inherent versatility means by the white board can be used to address a variety of learning styles, by mixing text with figures and graphics, and then explaining what is written or down on them.

A chalk board or blackboard is a reusable writing surface on which text or drawings are made with chalk or other erassable markers, Blackboards were originally made of smooth, thin sheets of black or dark grey slate stone. Modern version are often green or brown and are thus sometimes called a green board or brown board instead.

* ~~They produce~~

23. Sub-skills of listening skill.

Listening is one of the four language macro skills (the others are reading, speaking and writing). In fact there are several different

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Kinds of listening, which we call sub skills.

Here are three listening sub-skills which are often practised in the language classroom:-

(1) Listening for gist

This is when we listen to something to get a general idea of what it's about, of what's being said.

(2) Listening for specific information

This is when we listen to something because we want to discover a particular piece of information.

(3) Listening in detail

This is when we listen we listen very closely paying attention to all the words and trying to understand as much information as possible.

24 Types of reading

The main ways or types of reading are as follows:-

1. Skimming:-

Skimming is a reading of one's fastest speed.

(2) Scanning:-

In scanning, reader means darting over much

of a text to reach for a specific item or piece of information that he wishes to discover.

(3) Browsing :-

Browsing is an undirected information seeking activity.

(4) SQ3R

Teaching of English aims at making the learner to be an independent reader.

(5) Silent reading

Silent reading is considered to be the best kind of reading as the mind is fully engaged in this act.

(6) Loud reading

Loud reading, is also known as oral or aloud reading.

(7) Intensive Reading.

Intensive reading is a detailed study of the prescribed text in order to train the students is an important aspect of language teaching.

(8) Extensive reading

This type of reading is also known as rapid reading or independent reading.