

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY
HYDERABAD 500 007



POST-GRADUATE CERTIFICATE IN THE TEACHING OF ENGLISH
SCHOOL OF DISTANCE EDUCATION

MATERIALS FOR THE TEACHING OF ENGLISH
ASSIGNMENT I and II (2019-2020)
(Total number of pages: 12)

Instructions

These assignments **I and II** (which comprise **Thirteen** pages) are designed to make you check your understanding of the units and to apply it in the analysis of materials. Assignment I has two sections, A&B .Assignment II has one section.

Please read the units carefully and **make notes** or **highlight important points** before beginning to answer the assignments.

When answering the assignments you should

- answer in your own words
- apply the points made in the units to the analysis of materials in the practical tasks given

Please remember

- You should not work out the tasks given for analysis
- Too heavy a reliance on the language of the units, or any other source, will be penalized.
- You have been given an approximate length for each answer to guide you. **TOO LONG** or **TOO SHORT** an answer will be penalized.

If you do not attach copies of materials where required, your answer will not be evaluated.

SECTION A

(Based on Block I & II)

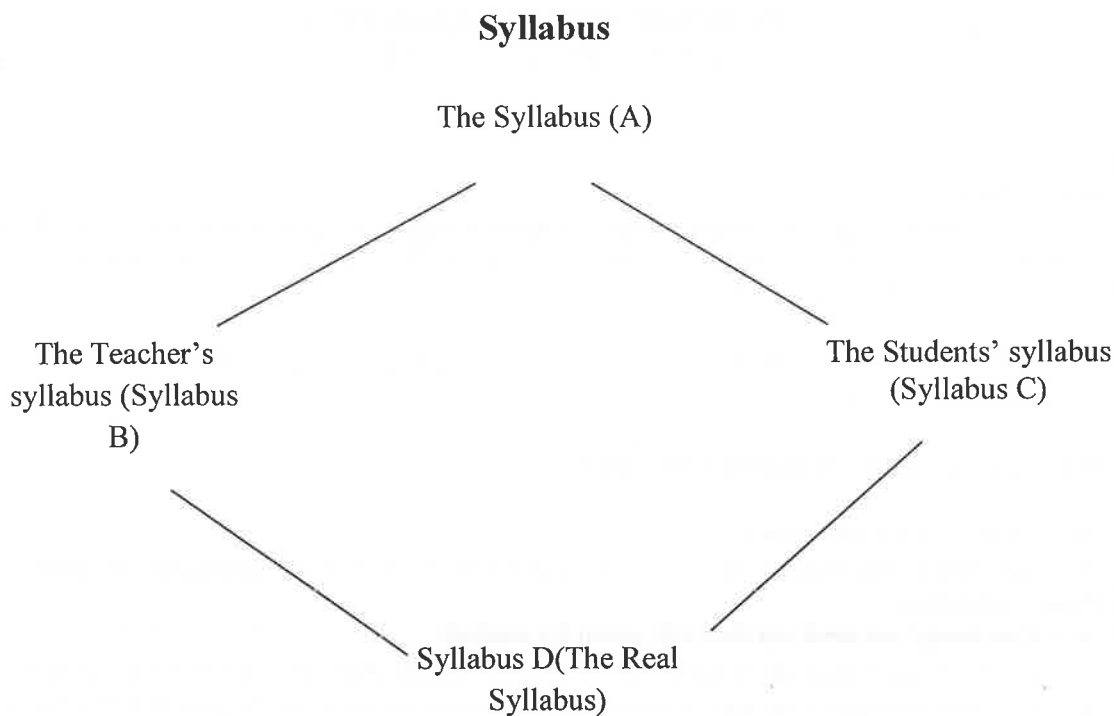
I. Think of an experience when you used a text book in your class, and felt good about it.

- What did that particular chapter/book contain? Give complete references.
[150 – 200 words]
- What did you do with that chapter/book?
[150 – 200 words]
- What did you like about it?
[150 – 200 words]

(Attach a copy of the chapter you are referring to).If you are not a teacher, recall your experiences in your school life with reference to (a) (b) and (c).

II. Information about the target groups and their entry level qualification is essential for the course-writer. Do you think this information will be useful for the teacher and the learners as well? How? Discuss with reference to a particular course. [350 – 500 words]

III. Describe this diagram in your own words: [350 – 450 words]



SECTION B

(Based on Block III)

- I. Read the extract and the transcript from a book developing the listening skill, attached herewith. Suggest how it can be used to develop students' listening skills. Say how you (the teacher) will
- i. introduce the topic/task
 - ii. focus students' attention on the main points
 - iii. divide the listening into stages
 - iv. provide feedback on listening
 - v. have a follow up activity on the listening

(300-400 words approximately)

1a. Read and Listen.

Receptionist Good morning. The Dorset Hotel.
Caller Hello. I'd like to make a reservation, please.
Receptionist Certainly. When for?
Caller For 18 July.
Receptionist How many nights?
Caller Three nights.
Receptionist Just one moment. Yes, that's fine. How many guests will there be?
Caller Two – me and my husband.
Receptionist And would you like a double or a twin room?
Caller A double, please. And we'd like a room with a sea view, please.
Receptionist Yes, that will be fine. The price will be £85 per night.
Caller Does that include breakfast?
Receptionist Yes, it does. So what name is it, please?
Caller It's Mr. and Mrs. Taylor. Will you confirm the reservation by email?
Receptionist Yes, of course.

b. Practise the conversation with a partner.

2a. Complete the expressions.

Everyday expressions Booking a hotel room

I'd like to _____ a reservation, please.

When _____?

How _____ nights?

_____ many guests will there be?

We'd _____ a room with a sea view.

Does that _____ breakfast?

What _____ is it, please?

b. Who says each thing – the caller or the receptionist?

3a. Listen to two more conversations. Complete the table.

Name	The Angel	Hotel Jumbo
Arrival		
No. of nights		
No. of guests		
Type of room		
Price per night		
Breakfast included		

b. Work with a partner. Make the conversations. Use the information in the table

TRANSCRIPT

1.

Receptionist Good morning, the Angel Hotel. You're speaking to Vicky. How may I help?

Caller Hello. I'd like to book a room, please.

Receptionist Certainly sir. When for?

Caller For the twenty-fifth of April, please for two nights.

Receptionist Two nights. And is it just one room?

Caller Yes, it is.

Receptionist Just one moment, sir. Yes, that's OK. How many guests is it for?

Caller Just myself.

Receptionist And would you like a single, a double, or a twin room, sir?

Caller Yes, that's it.

Receptionist That will be sixty pounds per night.

Caller Does that include breakfast?

Receptionist No, I'm afraid it doesn't. that's for the room only, sir.

Caller Ok.

Receptionist What name is it, please?

Caller It's Carlos Gonzalez.

Receptionist Is that G O N Z A L E Z?

Caller Yes.

Receptionist Thank you, and do you have a credit card to confirm the booking?

Caller Yes. It's.....

2.

Receptionist Hotel Jumbo. Buon Giomo.
Caller Oh, hello. I'd like to make a reservation, please.
Receptionist Certainly, madam. When for?
Caller For the sixth of November, please.
Receptionist How many nights?
Caller Just one night, please.
Receptionist And would you like a double or a twin room?
Caller A twin room, please.
Receptionist Yes, that's fine. We have a twin room for the sixth of November.
Caller We'd like a room with a balcony, if you have one, please
Receptionist Erm. Yes, we do. So that's a twin room with a balcony for the sixth of November – just one night.
Caller Yes, that's right.
Receptionist What name is it, please?
Caller It's Carol Mills. That's M I double L S.
Receptionist Thank you, and can I take a credit card number to confirm the booking?
Caller Yes, of course. It's...

- II. Examine the tasks A, B, C, D given below. Identify whether these are exercises for controlled, guided or free writing. Comment on the differences between each of these forms of writing exercises. (300 words approximately)

A. Rishi Roy is the head boy of Vasant Public School. On April 15, he had a meeting with the Principal, Vice Principal, and discipline-in-charge of the school regarding the selection and interviews of prefects for the current academic year. It was decided that students would face two interviews one with a panel of teachers and the final one with the Principal. Besides, only those students who scored above 80% in the previous academic year would be eligible for candidature.

Later he drafted a notice informing interested students of classes X to XII to give their names. Draft Rishi's notice giving necessary details.

Put the notice in a box.

B. During his vacations, Amrit attended a fifteen-day summer camp in which he learnt swimming, yoga and western dance from professional teachers. Write a postcard from Amrit to his friend Aakash, describing what he learnt and what he liked about the summer camp. Here is a copy of the format of the post card.

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	<hr/> <hr/> <hr/> <hr/> Pin: _____
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C. Kiran/Karan Dheer of 43, Gar Ali, Jorhat comes across the following data published in the newspaper. She/he feels that despite government's ban on tobacco related advertisements and the law against public smoking, the consumption of tobacco is growing steadily in India. She/he is of the opinion that instead of just banning such ads, the Government should order the closure of tobacco industry to eliminate the evil from its root. She/he decides to write a letter to the editor of a national daily expressing her/his views and suggestions. Using the information given below, write Kiran's /Karan's letter.

<p>There are 1.84 crore smokers in India. 8 lakh persons annually or 2200 daily die of tobacco related diseases. There are 25 tobacco related diseases including cancer, lung ailments and heart diseases. 19% smoke cigarette 54% smoke bidis</p>

D. Shobhita/ Shobhit Arya recently came across several news reports regarding the acute water shortage that the country is like to face during summers. On the occasion of World Water Day, she/he decides to express her/his views on the grave situation, the causes behind this crisis and also his suggestions in an article for publication in a magazine. Using your own ideas, write Shobhita's/Shobhit's article.

- III. a. Discuss the various sub-skills of reading. (250-350 words)
- b. Choose a text and give examples from the text that you would use to teach your students any two of these sub skills. (Attach a copy of the text/texts that you have chosen).
- c. Specify the level of the learner)

ASSIGNMENT - II

(Based on Block IV&V)

SECTION A

- I. Read **Task 1 and 2** given below and answer the questions that follow: (300-350 words)

Task 1

Here are some words. Choose the right combination to make at least six phrases containing compound adjectives. One has been done for you.

all	man	made
coup	movie	well
night	sleeved	day
pharmacy	one	long
excursion	standing	wing
bowler	right	armed
long	caftan	vendetta
built	well	left

1. all-night pharmacy

Task 2

A. The word break can be used to form many expressions with other words. Use break and a word from the box to complete these sentences. You may have to change the tense.

down	up	into	out	through
------	----	------	-----	---------

1. Your car again this morning, didn't it? (stopped running)
2. Someone our house while we were away and made off with our tape recorder. (got in illegally)
3. The people of Tyrannia In revolt against army rule. (rose suddenly)
4. The meeting shortly after six. (concluded)
5. The rays of the sunthe thick bank of rain clouds. (came out from)

B. Negative prefixes like *un-*, *in-*, *mis-*, *dis-*, *ir-*, *im-*, and *il-* convey opposite meanings.

Contradict these statements by using suitable negative prefixes. One has been done for you. Watch out! You may have to change the article before the new word.

1. He's a very sincere man.
I don't agree, I think he's insincere.
2. I'm sure she is responsible.
3. She seems aware of others' problems.
4. That's a logical point.
5. Their employees are loyal to the company.
6. I think he understood you quite well.
7. She's a polite person.

- a. What aspects of vocabulary use are being developed through these tasks?
- b. What level of learner would the task be suitable for? Why?
- c. Giving reasons, say which of these tasks do you think would appropriately done
 - Pairs/Groups
 - individually

- II. Examine the grammar **Task** given below and answer the questions that follow:
(250-350 words)

Task	
Join the clauses from column A with the clauses in Column B to make meaningful sentences.	
A	B
1. Jewellery was stolen from Brinda's house last year	11. and were immediately wiped off again by the guards.
2. Some old coins were dug up near the fort	12. and was edited in Chennai.
3. The refugees were taken to a camp	13. and the game was stopped.
4. Money was collected from the neighbourhood	14. and were sent to a museum in Delhi for examination.
5. A strange light was seen in the sky.	15. and she was rushed to the hospital.
6. Stones were thrown at the players	16. and was picked up by a well-known collector.
7. Slogans were painted on the walls of the palace.	17. and many people were frightened.
8. Meena's ankle was broken by the fall	18. and were given food and clothing.
9. The film was shot in Ooty	19. and it was never recovered.
10. Mala's painting was exhibited in the gallery	20. and was given to the refugees.

- a. What grammar item is being focused on in this task? Is it focusing on form or meaning?
- b. What demands does this task make of the learner with reference to the grammar points?
- c. Would you choose such tasks for your students? Why/why not?

- III. Read the poem from a class VII Text book and answer the questions that follow
(300-350 words)

GRANDMA CLIMBS A TREE

My grandmother was genius. You'd like to know why?
Because she could climb trees. Spreading or high,
She'd be up their branches in a trice. And mind you,
When last she climbed a tree, she was sixty-two.
Ever since childhood, she'd had this gift 5
For being happier in a tree than in a lift;
And though, as years went by, she would be told
That climbing trees should stop when one grew old –
And that growing old should be gone about gracefully –
She'd laugh and say, 'Well, I'll grow old disgracefully, 10
I can do it better.' And we had to agree;
For in all the garden here wasn't a tree
She hadn't been up, at one time or another
(Having learned to climb from a loving brother
When she was six) – but it was feared by all 15
That one day she'd have a terrible fall.
The outcome was different – while we were in town
She climbed a tree and couldn't come down.
After the rescue,
The doctor took Granny's temperature and said, 20
'I strongly recommend a quiet week in bed.'
We sighed with relief and tucked her up well.
Poor Granny! For her, it was like a brief season in hell.
Confined to her bedroom, while every breeze
Whispered of summer and dancing leaves. 25
But she held her peace till she felt stronger.
Then sat up and said, 'I'll lie here no longer!'
And she called for my father and told him undaunted
That a house in a tree top was what she now wanted.
My Dad knew his duties. He said, "That's all right – 30
You'll have what you want, dear. I'll start work tonight.'
With my expert assistance, he soon finished the chore:
Made her a tree-house with windows and a door.
So Granny moved up, and now every day
I climb to her room with glasses and a tray. 35
She sits there in state and drinks sherry with me.
Upholding her right to reside in a tree

Ruskin Bond

Born in Kasauli in 1934, Ruskin Bond now lives in Mussoorie. He wrote his first novel, "The Room on the Roof", when he was seventeen and has written more than thirty books for children. 'Grandma Climbs a Tree' shows Bond's great ability to enjoy unusual events and actions. In his autobiography, 'Scenes From a Writer's Life', Bond talks about his Calcutta granny as a strange person who sat alone in the evenings playing Patience, a card game. Do you see his Calcutta granny in the poem?

- **in a trice** very quickly
- **outcome here**, what actually happened
- **bold one's peace** keep quiet
- **undaunted here**, without hesitation
- **chore here**, task
- **sherry yellow** or brown coloured wine
- **upholding here**, making clear to the world

UNDERSTANDING THE POEM

1. Does the title of the poem refer to something unusual? What makes it unusual?
2. A genius is someone with an exceptional ability. What made Grandma a genius?
3. Do you think Grandma was only an expert tree-climber but a person of wit as well, that is, a person who could use words cleverly and humorously? What supports your answer? (Look at lines 9 – 11.)
4. What was 'like a brief season in hell' for poor Grandma? Why do you think it was so?
5. 'My Dad knew his duties'. What was the duty on this occasion? Did he carry it out well? Which words in the poem indicate the answer?
6. Kings, Queens and other rulers do things 'in state'. What does the poet indicate by saying 'she sits there in state'? Do you think it is a good description of the old woman?
7. Have you heard of or seen a person like the tree-climbing Grandma? What did (does) he/she do repeatedly?

- a. What language skills are being developed through this unit?
- b. If you were to teach this poem, what problems do you think you will encounter?

IV. Do you agree with the statement that teaching and testing are separate issues? Justify your answer. (250-300 words)

V. How do you assess student's writing skills? Identify and briefly give two tasks which you have used for testing student's writing skills. (350-400 words)
