

THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY  
HYDERABAD 500 007



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

MATERIALS FOR THE TEACHING OF ENGLISH  
Assignment I&II (2020-2021)

**Instructions**

These assignments **I&II** (which comprise **NINE** 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. In what ways do text books serve as an aid to the teacher in the language classroom? Elucidate each point you make.  
(500-600 words)
- II. a). What do you understand by the following processes of simplification? Give examples of your own for each.  
(250-300 words)

- i. information control
- ii. lexical control
- iii. structural control

b). Do you think these processes help the reader in better comprehension of a text? Why/why not? (150 words)

III. a). What **details** do you think should a good syllabus give us?

b). List out some aspects of language teaching that do not appear in a syllabus the teacher has to incorporate in the classroom. (450 -500 words)

### **SECTION B** **(Based on Block III)**

I. Record any TV / Radio news. Write the audio-script. Plan a lesson with

- Pre-listening tasks
- While-listening tasks
- Post-listening tasks

(500 words)

II. Discuss the difference between **simulation** and **role-play**. Are they feasible in your situation? Give reasons for your answer. If you are **not** a teacher, would you have liked simulations and role-plays in your classes. Why? Why not? (300 words)

III. Give an example of a text that you would use to develop the following sub-skills of reading: (500 -600 words)

- a. Understanding relations between parts of a text through **lexical cohesive devices**
- b. Understanding relations between parts of a text through **grammatical cohesive devices**.
- c. Recognizing **indicators in discourse**

What kind of **pre-reading**, **while-reading** and **post-reading** activities would you create around that text, and how would you proceed in the classroom? (Attach a copy of the text you have chosen from any authentic source)

## Assignment -II

### (Based on Block IV &V) SECTION A

- I. Look at the following tasks **A&B** for developing vocabulary and answer the questions that follow:

(350 – 450 words)

#### **Task A**

##### **Vocabulary**

All of these expressions are incorrect. Identify and correct them. One has been done for you.

- |                        |                              |
|------------------------|------------------------------|
| ▼ a pair of people     | ▼ a couple of thread         |
| ▼ a crowd of stamps    | ▼ a packet of coffee         |
| ▼ a bottle of trousers | ▼ a can of apples            |
| ▼ a bag of milk        | ▼ a collection of cigarettes |
| ▼ a cup of days        | ▼ a reel of cola             |

1. a pair of trousers

#### **Task B**

##### **Vocabulary**

Idioms in English are expressions that have a definite meaning of their own. They do not necessarily convey the same meaning as the individual words they are made up of.

For example,

She was *scared stiff*. (=She was *very scared*.)

We were all *shaking in our shoes*. (= We were all *trembling with fear*.)

1. **Horoscopes in newspapers and magazines use idioms to describe moods and feelings. Look at these horoscopes and underline the idioms in them.**

a. **Capricorn**

Keep a cool head, and don't get carried away by promises that will never materialize. A good week to be in high spirits.

**b. Scorpio**

You will be on cloud nine this week. It's not a good time to travel. Beware of friends who will try to get around you for personal benefits.

**c. Pisces**

You may feel on top of the world for a while, but not for long. Your teacher may appreciate your work and that will make you swell with pride.

**2. Now use idioms to rewrite these sentences. Refer to a dictionary for help.**

1. I can't decide about the job in Patna.
2. I'm curious to know what happened all day. Tell me.
3. When the picnic was cancelled everyone protested loudly.
4. You frightened me when you called out loudly.
5. I feel a little depressed this week though last week I was very happy.

- a. What level of learner would the tasks be suitable for? Why?
- b. What aspect of vocabulary use is being developed through the tasks?
- c. Write some supplementary exercises which can be incorporated into the tasks keeping the level of the learner in mind.

II. What are the important aspects of a grammar task? Take any particular grammar structure and give two exercises on how best you would teach it. (250-300 words)

III. Read the poem taken from a Class VII text book and answer the questions below (300-350 words)

**The Song of the Whale**

Heaving mountain in the sea  
Whale, I heard you  
Grieving.

Great whale, crying for your life,  
Crying for your kind, I knew  
How we would use  
Your dying:

*Lipstick for our painted faces,  
Polish for our shoes.*

Tumbling mountain in the sea  
Whale, I heard you  
Calling.

Bird-high notes, keening, soaring:  
At their edge a tiny drum  
Like a heartbeat.

We would make you  
Dumb.

In the forest of the sea,  
Whale, I heard you  
Singing.

Singing to your kind.  
We'll never let you be  
Instead of life we choose

*Lipstick for our painted faces*  
*Polish for our shoes.*

**Kit Wright**

Heaving: *labouring, struggling*  
Tumbling: *rolling over and over*  
Keening: *mourning or lamenting aloud*

**a. Answer these questions.**

1. Why does the poet describe the whale as a 'heaving/tumbling mountain in the sea'?
2. In this poem, 'I' refers to the speaker (may be the poet), 'you' refers to the whale. Who does 'we' refer to? (e.g. 'I knew how we would use your dying'.)
3. What does the whale cry for?
4. How does the whale communicate when it is free in the 'forest of the sea'?
5. What is the feeling the poet wants to express in the poem? Choose one of these answers and explain which words or lines in the poem convey that feeling.

a. sadness                      b. happiness    c. anger                      d. wish to help                      e. wonder

If you choose more than one answer, you must have examples from the poem to support your answers.

**Work with a partner and write a poster protesting against the killing of whales. Try to use words or phrases from the poem.**

- 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. Examine the three sample tasks (A, B & C) given below:

**Task A**

**Fill in the blanks choosing suitable words from the box and using them in the appropriate form:**

**celebrate (2) depend differ enter have mark refer stretch vary**

Sankranti .....from January 13 to 16 every year. The dates might ..... by a day or two ..... on the sun's position. It also has astronomical significance: it ..... the beginning of Uttarayana, the sun's movement northward for a six-month period. On Sankranti day, the sun ..... the Zodiac sign of Makara or Capricorn and hence the festival ..... to as Makara Sankranti. Each day has its own significance and relevance and ..... differently. Even the food ..... from one day to another. The four-day harvest festival at times ..... to six or eight days.

## Task B

Arrange the sentences in the boxes in order and write out the complete paragraph:

As a result, both US and Europe are providing several scientific instruments for Chandrayaan I mission

Meanwhile the Indian space research Organisation's engineers are racing to get Chandrayaan I ready for its flight in April 2008.

There is, however, no space race to the Moon among Asians or anyone else.

Both spacecraft, safely in orbit around the Moon, have started sending images and data.

Asians are heading out to the Moon.

There is a possibility of the Moon holding minerals and other resources that might become invaluable sometime in the future.

South Korea announced recently that it too wanted to launch a vehicle and send its probe to the Moon by 2020

It was followed a month later by China's Chang's space probe.

In September, the Japanese unmanned spacecraft, nicknamed "Kaguya" was launched.

Those who study planetary bodies argue that there is much good science to be done by exploring and examining the Moon in detail.

### Task C

Write a coherent dialogue using the following items spoken by two of your classmates:

The Proficiency course is coming to an end. How do you feel now?

Yes, we might be talking about the subject matter but when we explain things to others we must do that clearly.

Yes, I agree, subject matter is out there, whereas language is in the speaker's mind.

But when we go to work we need to express ourselves well.

Well, we have made a beginning and we have had four months' practice. Let us see where this will lead us.

Yet, even for studying the subjects, language is important.

True, we used to pass our exams by memorizing the subjects. We didn't really understand everything we studied.

I now feel we are in a position to learn on our own and improve ourselves.

Learning a language is not the same as learning a subject.

I feel I am more confident now, although I can't say I'm very good.



- a. Identify the skill/element being tested in each of these three tasks. (150-200 words)
- b. Give the evaluation scheme for each task. (100-200 words)
- c. Imagine that you are the teacher using the task to evaluate class X students for formative assessment. What is the kind of feedback you would give learners on their performance? (150 – 200 words)

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