

**THE ENGLISH AND FOREIGN LANGUAGES UNIVERSITY  
HYDERABAD 500 007**



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

**METHODS OF TEACHING ENGLISH  
ASSIGNMENTS (2021 – 2022)**

(Total number of pages: 7)

**INSTRUCTIONS**

These Assignments (which comprise sixteen pages) are designed to make you check your understanding of the Units. Please read the Units carefully and **make notes** or **highlight important points** before beginning to answer the assignments.

**Please remember:**

- You should **not** work out the tasks given for analysis in the attached lesson.
- Too heavy a reliance on the language of the Units, or any other source, will be penalized. Answer the questions in your own words.
- 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.**

**ASSIGNMENT I**

**Section 'A'  
(Based on Blocks I & II)**

- I.
  - a. Comment on the use of English in your region / state, drawing on the criteria listed in Unit 1, pp. 8-11. [100-150 words]
  - b. Differentiate between language learning in formal and informal contexts. [150-200 words]
  
- II.
  - a. Do you think a teacher is required for the learning of a language? Draw on your own experience of learning / teaching English. [100-150 words]
  - b. What, in your opinion, is the role of a teacher in a language classroom? [150-200 words]
  
- III. What are the differences between language acquisition and language learning? How, in your opinion, can second language learning in our country be made more conducive? [250-300 words]

**Section ‘B’**  
**(Based on Block III)**

*Examine the lesson attached from the next page onwards (“Tea from Assam” for Class X). **DO NOT** work out the tasks/exercises after the end of the lesson as your answer for the PGCTE Assignment. **After examining the entire lesson, answer the questions in this Section.***

- I. What is the approach to language teaching on which the textbook is designed? Discuss with reference to the lesson. [150-200 words]
- II.
  - a. Identify the sub-skills of reading being developed in the lesson? Are they developing factual, inferential or evaluative skills (or all three)? Discuss with examples from the questions at the end of the lesson. [150-200 words]
  - b. With reference to the attached lesson, discuss how/whether writing is one of the skills that is actively being taught. [150-200 words]
- III.
  - a. Do you think listening should be a part of instructed language learning? [150-200 words]
  - b. Why do you think there are no exercises provided for developing listening skills? [150-200 words]

**ASSIGNMENT II**  
**(Based on Blocks IV & V)**

- I. Mention a speaking activity you have come across recently. State whether the activity aims to develop fluency or accuracy, and analyze it. Do you think the activity is able to meet its goals? Why / why not? [350-400 words]
- II.
  - a. How would you differentiate between the **elements of a language** and **language skills**? [100-150 words]
  - b. Discuss the advantages and disadvantages of teaching elements of English language in isolation and in context. **Attach 2 samples** from a textbook **on teaching grammar**, (i) in isolation and, (ii) in context, and **attach 2 samples** from a textbook **on teaching vocabulary** (i) in isolation and, (ii) in context. Use the samples in your discussion. [200-300 words]
- III.
  - a. Do you consider study skills relevant in teaching/learning a second language? [150-200 words]
  - b. Write a lesson plan to teach any one study skill using the lesson provided with this Assignment paper. You may use the format for a Lesson Plan given in Block III, Unit 3 of the Practice Teaching course material. [150-200 words]
- IV. Testing does not always reflect the actual language proficiency of learners.
  - a. What, in your opinion, are the reasons for this mismatch between actual proficiency and results? [150-200 words]
  - b. How would you address this gap so that testing would be more reflective of the actual proficiency of the learner? [150-200 words]

## Tea from Assam

*Pranjol, a youngster from Assam, is Rajvir’s classmate at school in Delhi. Pranjol’s father is the manager of a tea-garden in Upper Assam and Pranjol has invited Rajvir to visit his home during the summer vacation.*

“CHAI-GARAM... garam-chai,” a vendor called out in a high-pitched voice.

He came up to their window and asked, “Chai, sa’ab?”

“Give us two cups,” Pranjol said.

They sipped the steaming hot liquid. Almost everyone in their compartment was drinking tea too.

“Do you know that over eighty crore cups of tea are drunk every day throughout the world?” Rajvir said.

“Whew!” exclaimed Pranjol. “Tea really is very popular.”

The train pulled out of the station. Pranjol buried his nose in his detective book again. Rajvir too was an ardent fan of detective stories, but at the moment he was keener on looking at the beautiful scenery.

It was green, green everywhere. Rajvir had never seen so much greenery before. Then the soft green paddy fields gave way to tea bushes.

It was a magnificent view. Against the backdrop of densely wooded hills a sea of tea bushes stretched as far as the eye could see. Dwarfing the tiny tea plants were tall sturdy shade-trees and amidst the orderly rows of bushes busily moved doll-like figures.

In the distance was an ugly building with smoke billowing out of tall chimneys.

“Hey, a tea garden!” Rajvir cried excitedly.

Pranjol, who had been born and brought up on a plantation, didn’t share Rajvir’s excitement.

“Oh, this is tea country now,” he said. “Assam has the largest concentration of plantations in the world. You will see enough gardens to last you a lifetime!”

“I have been reading as much as I could about tea,” Rajvir said. “No one really knows who discovered tea but there are many legends.”

“What legends?”

“Well, there’s the one about the Chinese emperor who always boiled water before drinking it. One day a few leaves of the twigs burning under the pot fell into the water giving it a delicious flavour. It is said they were tea leaves.”

“Tell me another!” scoffed Pranjol. “We have an Indian legend too. Bodhidharma, an ancient Buddhist ascetic, cut off his eyelids because he felt sleepy during meditations. Ten tea plants grew out of the eyelids. The leaves of these plants when put in hot water and drunk banished sleep.”

“Tea was first drunk in China,” Rajvir added, “as far back as 2700 B.C.! In fact words such as tea, ‘chai’ and ‘chini’ are from Chinese. Tea came to Europe only in the sixteenth century and was drunk more as medicine than as beverage.”

The train clattered into Mariani junction. The boys collected their luggage and pushed their way to the crowded platform.

Pranjol’s parents were waiting for them.

Soon they were driving towards Dhekiabari, the tea-garden managed by Pranjol’s father.

An hour later the car veered sharply off the main road. They crossed a cattle-bridge and entered Dhekiabari Tea Estate.

On both sides of the gravel-road were acre upon acre of tea bushes, all neatly pruned to the same height. Groups of tea-pluckers, with bamboo baskets on their backs, wearing plastic aprons, were plucking the newly sprouted leaves.

Pranjol’s father slowed down to allow a tractor, pulling a trailer-load of tea leaves, to pass.

“This is the second-flush or sprouting period, isn’t it, Mr Barua?” Rajvir asked. “It lasts from May to July and yields the best tea.”

“You seem to have done your homework before coming,” Pranjol’s father said in surprise.

“Yes, Mr Barua,” Rajvir admitted. “But I hope to learn much more while I’m here.”

### **Thinking about the text**

**I. 1.** Answer the following questions in a sentence or two.

- (a) What was Rajvir looking at?
- (b) What was there as far as the eye could see?
- (c) What kind of water did the Chinese emperor drink?
- (d) Why did Bodhidharma cut off his eyelids?
- (e) What sort of tea leaves are generally plucked?

- (f) What does Pranjol’s father mean when he comments that Rajvir seems to have done his ‘homework’ before coming?
- (g) Would you agree that tea drinking is popular?

### Thinking about language

**I. 1.** Look at these words: *upkeep, downpour, undergo, dropout, walk-in*. They are built up from a verb (keep, pour, go, drop, walk) and an adverb or a particle (up, down, under, out, in).

Use these words appropriately in the sentences below. You may consult a dictionary.

- (i) A heavy \_\_\_\_\_ has been forecast due to low pressure in the Bay of Bengal.
- (ii) Rakesh will \_\_\_\_\_ major surgery tomorrow morning.
- (iii) My brother is responsible for the \_\_\_\_\_ of our family property.
- (iv) The \_\_\_\_\_ rate for this accountancy course is very high.
- (v) She went to the Enterprise Company to attend a \_\_\_\_\_ interview.

**2.** Now fill in the blanks in the sentences given below by combining the verb given in brackets with one of the words from the box as appropriate.

over by throughout up down

- (i) The Army attempted unsuccessfully to the Government. (throw)
- (ii) Scientists are on the brink of a major in cancer research. (break)
- (iii) The State Government plans to build a for Bhubaneswar to speed up traffic on the main highway. (pass)
- (iv) Gautama’s on life changed when he realised that the world is full of sorrow. (look)
- (v) Rakesh seemed unusually after the game. (cast)

**II.** Notice how these -ing and -ed adjectives are used.

- (a) Chess is an *interesting* game. I am very interested in chess.
- (b) Going *trekking* in the Himalayas this summer is an exciting idea. We are very excited about the trek.

- (c) Are all your schoolbooks this *boring*? He was bored as he had no friends there.

The -ing adjectives show the qualities that chess, trekking, or these books have: they cause interest, excitement, or boredom in you.

The -ed/-en adjectives show your mental state, or your physical state: how you feel in response to ideas, events or things.

**1.** Think of suitable -ing or -ed adjectives to answer the following questions. You may also use words from those given above.

How would you describe

- (i) a good detective serial on television?

---

- (ii) a debate on your favourite topic ‘Homework Should Be Banned’?

---

- (iii) how you feel when you stay indoors due to incessant rain?

---

- (iv) how you feel when you open a present?

---

- (v) how you feel when you watch your favourite programme on television?

- (vi) the look on your mother’s face as you waited in a queue?

---

- (vii) how you feel when tracking a tiger in a tiger reserve forest?

---

- (viii) the story you have recently read, or a film you have seen?

---

**2.** Now use the adjectives in the exercise above, as appropriate, to write a paragraph about Assam.

### **Speaking and Writing**

**1.** Read the following passage about tea.

India and tea are so intertwined together that life without the brew is unimaginable. Tea entered our life only in the mid-nineteenth century when the British started plantations in Assam and Darjeeling! In the beginning though, Indians shunned the drink as they thought it was a poison that led to umpteen diseases. Ironically, tea

colonised Britain where it became a part of their social diary and also led to the establishment of numerous tea houses.

Today, scientific research across the world has attempted to establish the beneficial qualities of tea — a fact the Japanese and the Chinese knew anyway from ancient times, attributing to it numerous medicinal properties.

[Source: ‘History: Tea Anytime’ by Ranjit Biswas from “Literary Review,” *The Hindu*, 1 October 2006]

Collect information about tea, e.g. its evolution as a drink, its beneficial qualities. You can consult an encyclopedia or visit Internet websites. Then form groups of five and play the following roles: Imagine a meeting of a tea planter, a sales agent, a tea lover (consumer), a physician and a tea-shop owner. Each person in the group has to put forward his/her views about tea. You may use the following words and phrases.

- I feel ...
- It is important to know ...
- I disagree with you ...
- I think that tea ...
- I would like you to know ...
- I agree with ...
- It is my feeling ...
- I suggest ...
- May I know why you ...
- I am afraid ...

**2.** You are the sales executive of a famous tea company and you have been asked to draft an advertisement for the product. Draft the advertisement using the information you collected for the role play. You can draw pictures or add photographs and make your advertisement colourful.

\* \* \*