

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
ASSIGNMENTS (2016-2017)
(Total number of pages 14)

Instructions

These assignments (which comprise FOURTEEN pages) are designed to make you check your understanding of the units and to apply it in the analysis of materials. 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 penalised

You have been given an approximate length for each answer to guide you. TOO LONG or TOO SHORT an answer will be penalised.

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

Assignment I
(Based on Block I)

1. Examine the textbook you use. (If you are not a teacher, select a textbook you have studied from.) **Identify one unit/lesson for analysis:**
 - a. Comment on the lesson in terms of its content, structure and planning. Do you like the lesson? Say why. (150 – 200 words)
 - b. What aspects of language are being developed through the unit (150 – 200 words)
 - c. Identify any exercises/parts which need to be supplemented by more exercises. Say how supplementing it will help the learners. **Make a sample exercise to illustrate your point.** (250 – 300 words)

YOU MUST

- attach a photocopy of the lesson/unit.
- give the title of the book with complete publishing details

2. Look at **Passage A (The original text of The Canterville Ghost by Oscar Wilde)** and **Passage B** (the simplified version of **Passage A**) below.

PASSAGE A

When Mr. Hiram B. Otis, the American Minister, bought Canterville Chase, every one told him he was doing a very foolish thing, as there was no doubt at all that the place was haunted. Indeed, Lord Canterville himself, who was a man of the most punctilious honour, had felt it his duty to mention the fact to Mr. Otis when they came to discuss terms.

"We have not cared to live in the place ourselves," said Lord Canterville, "since my grandaunt, the Dowager Duchess of Bolton, was frightened into a fit, from which she never really recovered, by two skeleton hands being placed on her shoulders as she was dressing for dinner, and I feel bound to tell you, Mr. Otis, that the ghost has been seen by several living members of my family, as well as by the rector of the parish, the Rev. Augustus Dampier, who is a Fellow of King's College, Cambridge. After the unfortunate accident to the Duchess, none of our younger servants would stay with us, and Lady Canterville often got very little sleep at night, in consequence of the mysterious noises that came from the corridor and the library."

"My Lord," answered the Minister, "I will take the furniture and the ghost at a valuation. I have come from a modern country, where we have everything that money can buy; and with all our spry young fellows painting the Old World red, and carrying off your best actors and prima-donnas, I reckon that if there were such a thing as a ghost in Europe, we'd have it at home in a very short time in one of our public museums, or on the road as a show."

"I fear that the ghost exists," said Lord Canterville, smiling, "though it may have resisted the overtures of your enterprising impresarios. It has been well known for three centuries, since 1584 in fact, and always makes its appearance before the death of any member of our family."

"Well, so does the family doctor for that matter, Lord Canterville. But there is no such thing, sir, as a ghost, and I guess the laws of Nature are not going to be suspended for the British aristocracy."

"You are certainly very natural in America," answered Lord Canterville, who did not quite understand Mr. Otis's last observation, "and if you don't mind a ghost in the house, it is all right. Only you must remember I warned you." A few weeks after this, the purchase was concluded, and at the close of the season the Minister and his family went down to Canterville Chase. Mrs. Otis, who, as Miss Lucretia R. Tappan, of West 53d Street, had been a celebrated New York belle, was now a very handsome, middle-aged woman, with fine eyes, and a superb profile. Many American ladies on leaving their native land adopt an appearance of chronic ill-health, under the impression that it is a form of European refinement, but Mrs. Otis had never fallen into this error. She had a magnificent constitution, and a really wonderful amount of animal spirits. Indeed, in many respects, she was quite English, and was an excellent example of the fact that we have really everything in common with America nowadays, except, of course, language. Her eldest son, christened Washington by his

parents in a moment of patriotism, which he never ceased to regret, was a fair-haired, rather good-looking young man, who had qualified himself for American diplomacy by leading the German at the Newport Casino for three successive seasons, and even in London was well known as an excellent dancer. Gardenias and the peerage were his only weaknesses. Otherwise he was extremely sensible. Miss Virginia E. Otis was a little girl of fifteen, lithe and lovely as a fawn, and with a fine freedom in her large blue eyes. She was a wonderful Amazon, and had once raced old Lord Bilton on her pony twice round the park, winning by a length and a half, just in front of the Achilles statue, to the huge delight of the young Duke of Cheshire, who proposed for her on the spot, and was sent back to Eton that very night by his guardians, in floods of tears. After Virginia came the twins, who were usually called "The Star and Stripes," as they were always getting swished. They were delightful boys, and, with the exception of the worthy Minister, the only true republicans of the family.

As Canterville Chase is seven miles from Ascot, the nearest railway station, Mr. Otis had telegraphed for a waggonette to meet them, and they started on their drive in high spirits. It was a lovely July evening, and the air was delicate with the scent of the pinewoods. Now and then they heard a wood-pigeon brooding over its own sweet voice, or saw, deep in the rustling fern, the burnished breast of the pheasant. Little squirrels peered at them from the beech-trees as they went by, and the rabbits scudded away through the brushwood and over the mossy knolls, with their white tails in the air. As they entered the avenue of Canterville Chase, however, the sky became suddenly overcast with clouds, a curious stillness seemed to hold the atmosphere, a great flight of rooks passed silently over their heads, and, before they reached the house, some big drops of rain had fallen.

Standing on the steps to receive them was an old woman, neatly dressed in black silk, with a white cap and apron. This was Mrs. Umney, the housekeeper, whom Mrs. Otis, at Lady Canterville's earnest request, had consented to keep in her former position. She made them each a low curtsy as they alighted, and said in a quaint, old-fashioned manner, "I bid you welcome to Canterville Chase." Following her, they passed through the fine Tudor hall into the library, a long, low room, panelled in black oak, at the end of which was a large stained glass window. Here they found tea laid out for them, and, after taking off their wraps, they sat down and began to look round, while Mrs. Umney waited on them.

Suddenly Mrs. Otis caught sight of a dull red stain on the floor just by the fireplace, and, quite unconscious of what it really signified, said to Mrs. Umney, "I am afraid something has been spilt there."

"Yes, madam," replied the old housekeeper in a low voice, "blood has been spilt on that spot."

PASSAGE B
(Simplified version of **Passage A**)

When the American, Mr Otis, bought Canterville Castle, everyone told him that this was very foolish, as the place was haunted. But Mr Otis answered, “I come from a modern country, where we have everything that money can buy. And if there were such a thing as a ghost in Europe, we would have it at home in one of our museums.”

A few weeks later, on a lovely July evening, Mr Otis, his wife and their children, Washington, Virginia and the twins, went down to their new home. When they entered the avenue of Canterville Castle, the sky suddenly became dark and a spooky stillness was in the air.

Mrs Umney, the housekeeper, led them into the library of the castle, where they sat down and began to look around. Suddenly, Mrs Otis saw a red stain on the floor just by the fireplace and said to Mrs Umney, “I am afraid something has been spilt there.”

“Yes, madam,” said the old housekeeper in a low voice, “blood has been spilt on that spot.”

- II a. Compare **Passage A** (original) with **Passage B** (simplified). Identify how *information control*, *lexical control* and *structural control* have been used in **Passage B**.
- b. What level of reader would **Passage B** be suitable for? Why?
(75 – 100 words)

Assignment II
(Based on Block II)

- I. What details should a good syllabus give? How does the syllabus help the teacher?
(350-500 words)
- II. **Examine the contents page of the textbook you teach.** (If you are not a teacher, select a textbook you are familiar with). **You must attach a photocopy of the contents page and the exercises you are discussing.**
- a. In what way do the contents reflect the syllabus to be followed?
(200 words approximately)
- b. What is the perception of language learning (i.e., the way a language can be taught/learnt) implicit in the textbook?
Identify the approach (i.e., grammatical/functional/situational/a mix of these) underlying the design of the textbook. Give examples of **activities/exercises from the book** to illustrate your answer.
(200-300 words)
- c. What are the teacher and learner roles implicit in the textbook? (To answer this you will also need to look at the exercises/tasks in the unit/lessons).
(200 – 300 words)

Assignment III
(Based on Block III)

1. 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 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.

	The Angel	Hotel Jumbo
Name		
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

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.....

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...

2. 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 approx)

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.

	<hr/> <hr/> <hr/>
	Pin: _____

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.

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

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.

3. How would you use the following activity in the classroom to develop students speaking skills? (250 – 300 words)

1. How might you feel in these situations? Choose the best words from the box.

- a. You're sitting chatting to friends after a good meal.
- b. Somebody has slashed the tyres on your car.
- c. You're introducing someone to a friend and you get his name wrong.
- d. It's your sixth birthday tomorrow.
- e. Your best friend is much more popular than you are.
- f. You're about to make a speech in public for the first time.
- g. You're alone in a house at night and you hear a window being opened downstairs.
- h. You've lost your wedding ring.
- i. Your neighbour keeps coming round and asking to borrow things.
- j. All the news in the papers seems to be about wars and disasters.
- k. You've heard a rumour that the factory where you work is going to close down.

angry
annoyed
depressed
embarrassed
excited
frightened
jealous
nervous
relaxed
upset
worried

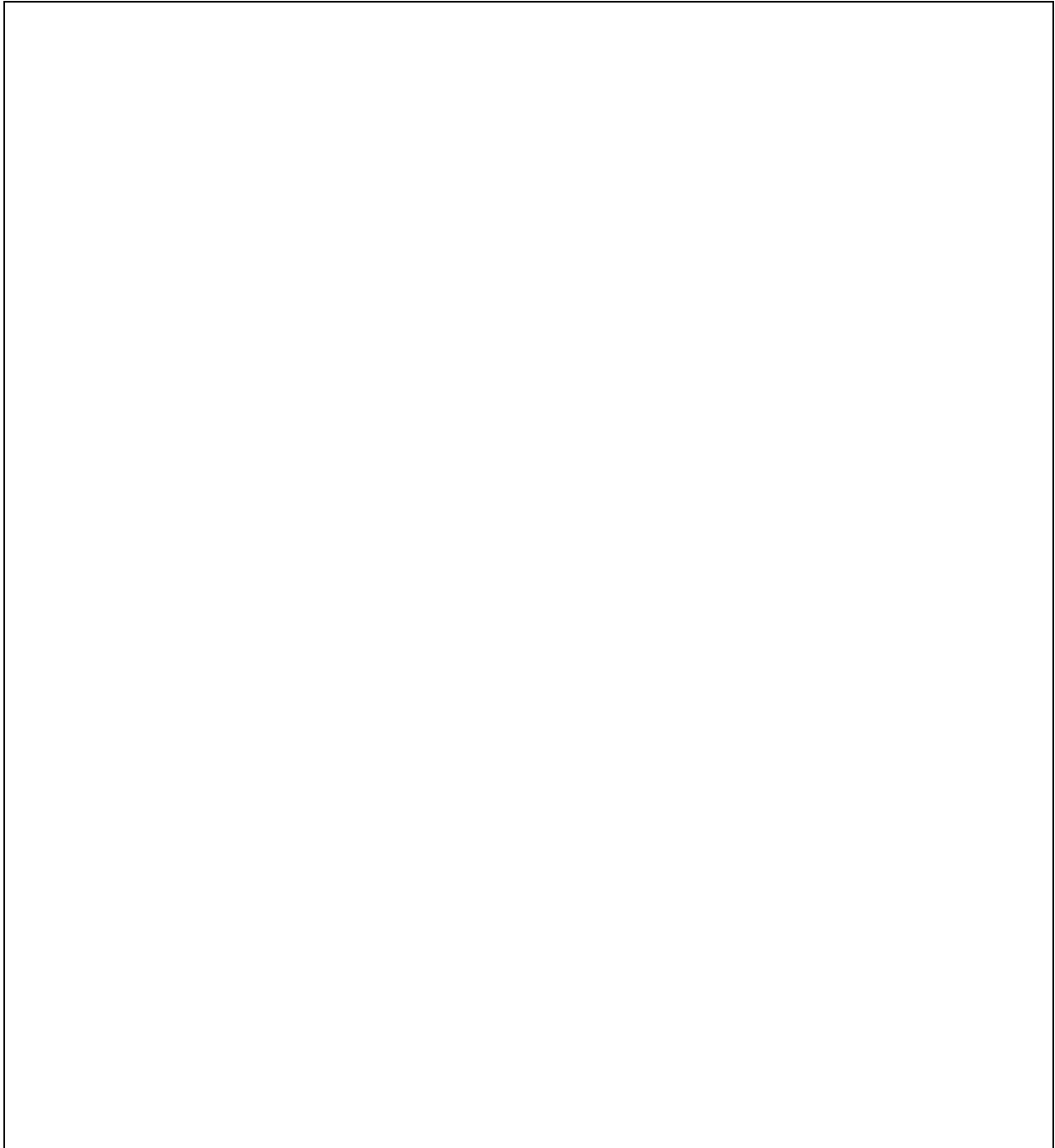
2. What makes you angry? Depressed? Jealous? ...?

Choose three feelings and think of a situation for each.

Find out if other students would feel the same

Assignment -IV
(Based on Block IV)

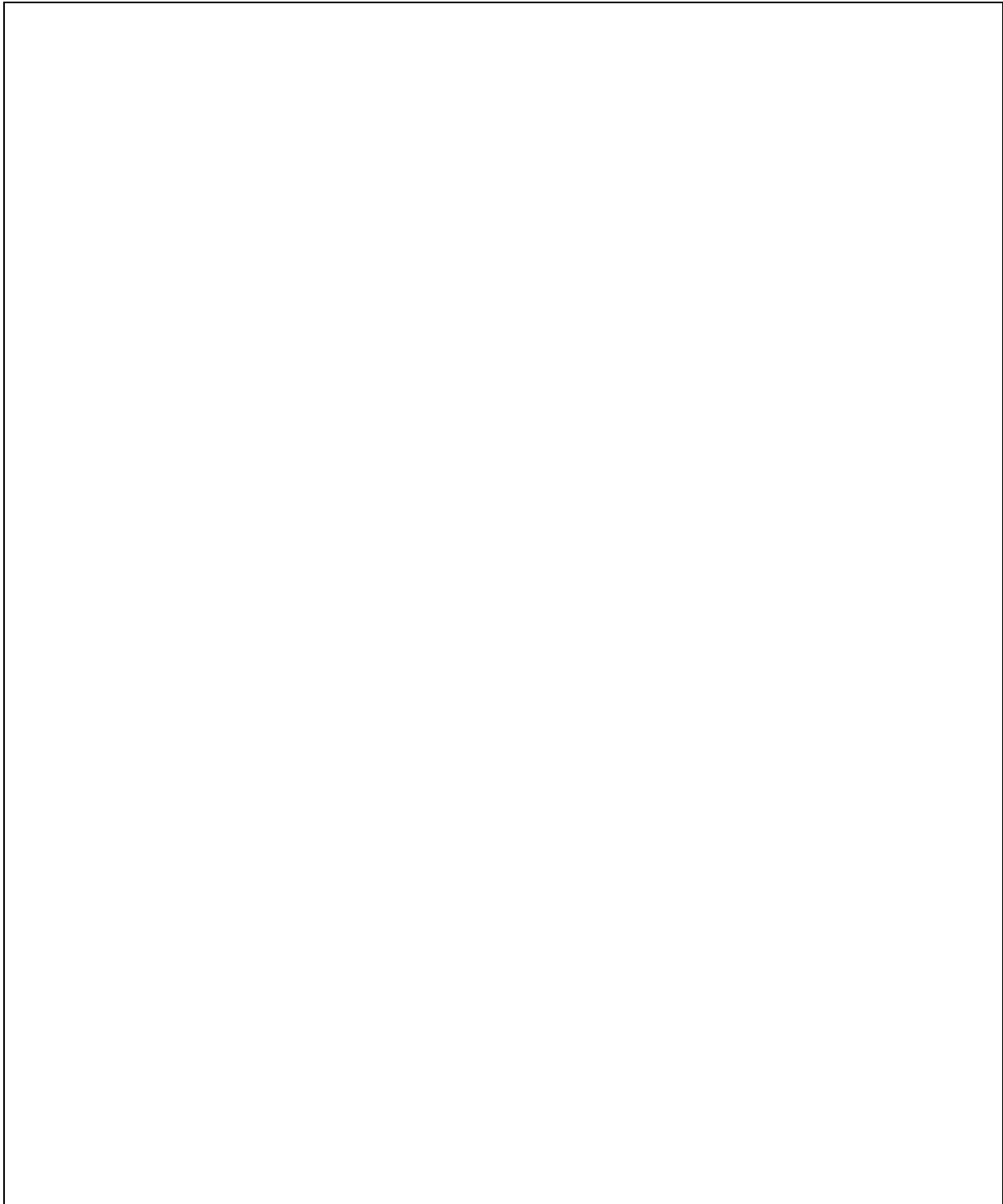
- I. Look at the picture given below which could be used for teaching grammar and answer the questions that follow: (250-300 words)



- a. Suggest a grammar point which could be taught using the picture above.
- b. Make a task to show how you would teach the grammar point you have identified
- c. Identify the level of learners, the classroom organization and the steps required for teaching the grammar item.

II. Read the Task E given below and answer the questions on Task that follow:

(300-350 words)



- a. In what way are exercises A,B,C developing learner's vocabulary?
- b. What level of learner would the task be suitable for? Why?
- c. Giving reasons, say which of these tasks would appropriately be done in
 - Pairs/groups
 - Individually

III. Read Task F given below and answer the questions that follow: (300-350 words)

Breakfast

Of all the meals that glad my day
My morning one's the best;
Purveyed me on a silver tray,
Immaculately dressed.
I rouse me when the dawn is bright;
I leap into the sea,
Returning with a rare delight
To honey, toast and tea.

My appetite was razor edged
When I was in my prime;
To eggs and bacon I was pledged . . .
Alas! The March of Time;
For now a genial old gent
With journal on my knee,
I sip and take with vast content
My honey, toast and tea.
So set me up for my delight
The harvest of the bee;
Brown crispy toast with butter bright,
Ceylon – two cups of three.
Let others lunch or dinner praise,
But I regale with glee,
As I regard with grateful gaze
Just honey, toast and tea
Robert Service

A.1.1. Below is the summary of the poem. Complete it by writing the missing word/phrase against the correct blank number in your answer sheets.

On returning from a (a) _____ in the morning, the poet experiences (b) _____ in having, what to him is the day's best meal comprising honey, toast and tea. With time, the poet has been transformed from a young man to (c) _____. His tastes have also changed from (d) _____ to honey, toast and tea. The poet differs from others in that, while he thinks that breakfast is the (e) _____ of the day, others may (f) _____.

A.1.2. The poet uses certain expressions in the poem to suggest something to the reader. There are some suggestions given below in circles. Choose one suggestion that best fits each of the expressions in the table, and write the answer against the correct blank number in your answer sheets.

EXPRESSION FROM THE POEM	TO SUGGEST THAT
○ I was in my prime	I was young
○ Immaculately dressed	a)
○ My appetite was razor edged	b)
○ March of Time	c)
○ Regard with grateful glee	d)

A.1.3. On the basis of your reading of the poem, explain the following expressions. Write the answer against the correct blank number in your answer sheets.

- a. 'Ceylon' _____
 b. 'harvest of the bee'- _____

- a. What level of learner would this be appropriate for? Why?
 b. What is the purpose of questions that follow the poem?
 c. Would you consider the poem appropriate for teaching language? If yes, say what aspects of language can be taught using it. If no, say why you consider it inappropriate.

Assignment V
(Based on Block V)

- I. a. Do you agree that assessment is the sole responsibility of the teacher? Why/Why not?
b. Who else can be involved for triangulation of data from the classroom?
c. How can we involve students in assessing their learning?
(750 words approximately)
- II. How do you evaluate your students' reading ability?
a. List the aspects that you take into account when assessing reading.
(250 words approximately)
- b. Identify and attach **two tasks** which you have used for testing students' reading skills.
Give the marking scheme you have used for each.
- c. Give a justification for the allocation of marks (i.e., what weight is being given to which aspect/sub skill of reading.)
(200-250 words approximately)
- III. Outline **why** and **how** you would go about evaluating **one** of the following:
- a. a new technique suggested by a colleague
 - b. a new textbook
 - c. a new syllabus proposal
 - d. a new examination
 - e. a new language curriculum
- (500 words)