

Lesson No. 1

Teaching of Literacy Skills

Topic 1: Concept of Literacy

What is literacy?

The term literacy refers:

1. often mainly to reading,
2. sometimes to reading and writing,
3. and rarely, to reading, writing, speaking and listening

The activities of reading, writing, speaking and listening in a learning environment are included in literacy.

The National Literacy Trust defines: “We believe literacy is the ability to read, write, speak and listen well. A literate person is able to communicate effectively with others and to understand written information.”

As such, these skills are essential components of literacy, and the active ability to combine these skills is known as developing or engaging in literacy skills.

These skills are critical in communication.

In today’s world, media and technology are essential components of communication. For example, when you use your laptop to obtain information from some website; you are using the literacy skills.

Topic 2: What is Meant by Literacy Skills?

We use the term of Literacy Skills in many contexts: for instance, while reading, while writing, while speaking, etc. We also talk about literacy rate of a country, and compare it with that of the other. So what do we mean by this term? What are the skills related to “Literacy”? Let us try to define it in more detail.

Literacy skills are those which help in:

- developing literacy, and
- improving literacy

Each skill contains several sub-skills. For instance: reading.

When you are reading a text on the page of a book in front of you

- you pass through unfamiliar words, and search for their meanings to understand the individual words contained in the text
- you connect the words to understand the meaning of the text as a complete set
- these activities help you read and understand the text of the book
- these sub-skills are involved in the “reading” skill

As such the “Reading” skill includes a number of sub-skills, which collectively help in developing “Literacy,” Same is the case with the other skills.

Using literacy skills students gain knowledge through reading as well as using media and technology. These skills also help students create knowledge through writing as well as developing media and technology.

All skills that are needed for reading or writing are included in literacy skills. They include even such things as awareness of the sound of language, awareness of print, and relationship between letters and sounds.

Topic 3: Different Types of Literacy Skills

There are different types of literacy skills:, e.g.:

- Reading: even if you read a sentence, it is literacy skill because you had that level of literacy which enabled you to read the sentence. Reading a book, newspaper or thesis etc. is all included in literacy skills.
- Many sub-skills are involved in the reading skill, like reading the words, understanding the words, connecting the words, connecting the meaning of those words, and then collectively understand the message.
- However, there could be different levels as reading a children story book would require different level of literacy than reading a book of philosophy. There could also be different versions of the same text available for adult reading and for children reading requiring different levels of reading skills.
- Different levels of skills are also involved in writing a sentence and writing a book.
- Listening requires familiarity with the sounds; because while listening you pick up different sounds, understand them, and connect these sounds with the message for overall understanding. These are all included in literacy skills.
- Words are also essential part of literacy skills.

Extra Reading

- ***Literacy** is the ability to read and write, but also includes skills like critical thinking, listening, speaking, viewing and presenting.*
- ***Numeracy** is being at home with numbers, and knowing the smartest way to solve mathematical problems.*

(Literacy and numeracy are globally ranked in the top three skills that employers look for in an employee).

Topic 4: Learning Literacy Skills

Literacy skills help students gain knowledge through reading as well as using media and technology. These skills also help students create knowledge through writing as well as developing media and technology.

There are two ends to the concept of learning literacy skills.

1. Students' concern is to learn these skills
2. Teachers must ensure that their students learn all the main and the allied sub-skills included in literacy skills.

Literacy is the ability to read, view, write, design, speak and listen in a way that allows you to communicate effectively. The power of literacy lies not just in the ability to read and write, but rather in a person's capacity to apply these skills to effectively connect, interpret and determine the workings of the world in which they live.

Topic 5: Significance of Literacy Skills

Figure 1 presents a very basic level of literacy – some alphabets, a musical note, some pictures – it is, most likely, connected with very young children who are starting to learn. For them, nevertheless, these are the literacy skills that they have to learn, and proceed to improve forward.



Figure 1

A much more complicated situation is presented by Figure 2. It is a highly developed and advanced model of literacy. For instance, computer literacy will require knowledge of technology, writing, typing, reading, how to download information from web, how to search, save, how to put/ retrieve information in/ from mail, etc.

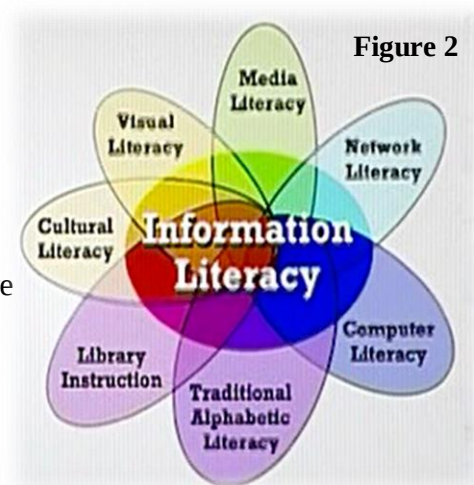


Figure 2

Literacy skills provide the basics to proceed for learning and gaining, and creating knowledge in any discipline. The level of these skills may be different according to the level of learners.

Extra Reading

If it were up to us, the benefits of reading and writing would be mentioned and celebrated on every broadcast of morning and evening news: "It's 11 o'clock, have you read to your children today?" Here are 5 powerful facts about literacy.

1. Reading aloud is vital.

Research proves that reading aloud to children every day puts them almost a year ahead of children who do not receive daily read-alouds and that is regardless of parents' income, academic or cultural background. On top of that, pediatricians are now prescribing read-alouds alongside their nutrition and health advice in recognition of the proven benefits on brain development and vocabulary acquisition.

2. Literacy saves lives.

According to UNESCO, improvements in women's education explained half of the reduction in child deaths in the past twenty years. Mothers who are educated are more likely to have their children vaccinated, and more likely to send them to school. Imagine what will happen when every child and adult can read, write and learn all they want and need to know.

3. Literacy teaches you to own and value your own story.

The Education for All Global Monitoring report states that there is a clear link between literacy and a positive self-image. Building confidence as a reader, writer, listener and speaker is transformational in a person's life. These core abilities are used every minute of every day to read the world. More than that, reading stories gives a greater understanding of self. Suddenly there are characters who feel the same feelings as you, who share your struggles, your hopes and your dreams. Literacy brings us out of isolation and into a community of readers and writers.

4. Literacy gets you to the goal.

Studies have shown that people who write down their goals are 80% more likely to achieve them. Having documentation of our goals and reading them back to ourselves on a regular basis keeps our motivation at the forefront of our minds and allows us to start to create action plans. This is productive literacy in action. Simply having the ability to write down what you want to do and where you want to go leads to an impressive head-start.

5. Literacy empowers.

The ability to seek out and understand information gives us all independence to make choices, to advocate for ourselves and to learn about our community and world. People who can read and write are powerful in society and studies show that literacy leads to greater self-reliance and civic engagement.

<http://www.litworld.org/blog/2014/8/29/5-things-you-need-to-know-about-the-power-of-literacy>

Topic 6: Literacy Skills in Classrooms

Development of literacy skills is strongly connected to the development of a country. Supporting young children's language and literacy development has long been considered a practice that produces strong readers and writers later in life, who then contribute positively in the country's development and growth. Literacy skills are also strongly connected to classroom learning, which again ultimately contributes to the country's development and growth.



Figure 3

Figure 3 presents a picture of a classroom that is not using any technology, which is a very important helping factor of the modern classroom. While Figure 4 shows a modern classroom, where each student is using technology and is learning in an interactive manner. Notice that there are no heavy bags in Figure 4.



Figure 4

Classrooms help to a great extent in improving literacy skills that provide the base for the development of a country. For instance:

- Literacy rate in Pakistan – 58%
- Literacy rate in USA – 90-95%

As such, the literacy skills being used or developed in the classroom connect with the development of the country at the macro level.

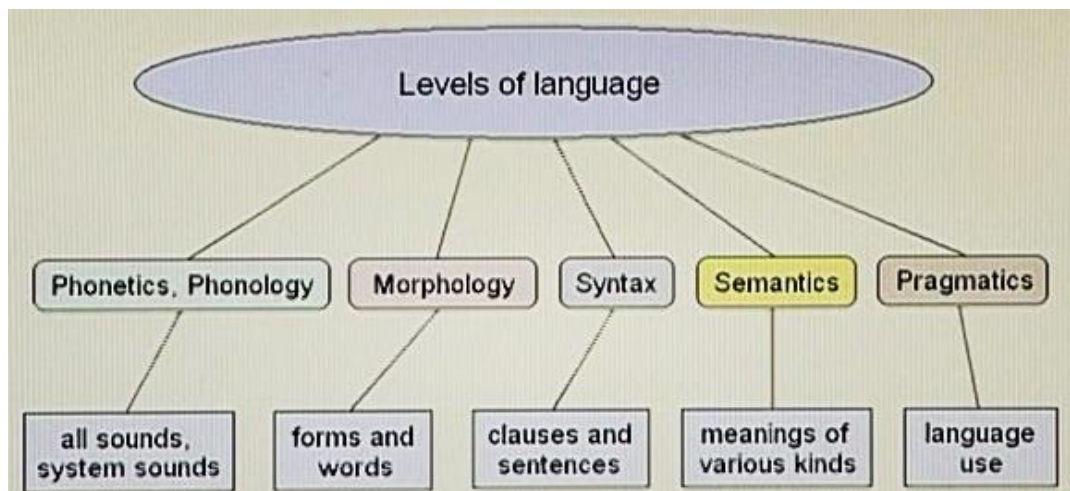
Lesson No. 2

Levels of Language

Topic 7: What is Language?

The connection between language and literacy is powerful. Some language and literacy learning happens naturally during play and everyday experiences, and some depends on clear instructions from observant and sensitive adults. Language and literacy are connected from infancy onward. Speaking, listening, reading, and writing develop concurrently (*together*) rather than sequentially (*one after the other*).

- Language is a system of communication using sounds or symbols that enables us to express our feelings, thoughts, ideas and experiences.
- Language is the key to communication.
- The basic purpose of the system of language is communication. It means whenever we have to communicate with others, we have to use language in one or other way.
- Purposes, modes or styles of communication can be different, e.g. chit-chat with a friend, talking with teacher, reading a philosophy book, writing a story, etc. Nevertheless, in each case, a system of language is used.

Topic 8: Different Levels of Language

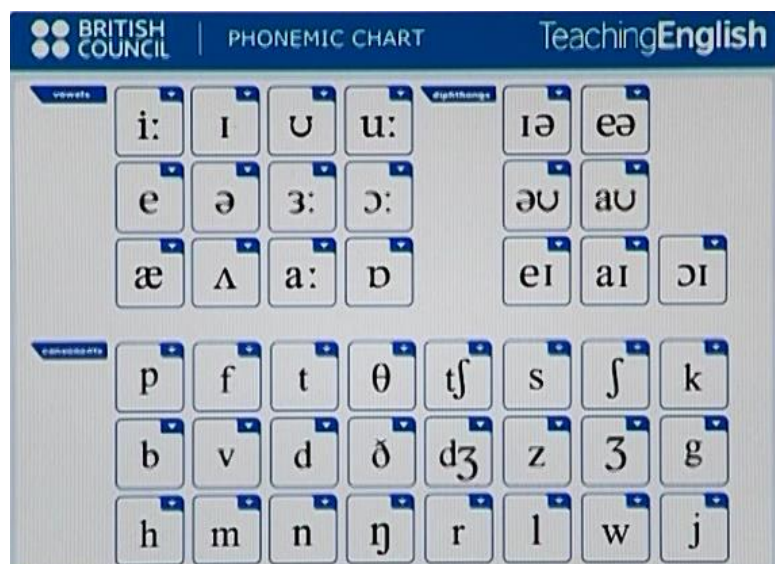
- 1) The first level of language is Phonology which is related with sound
 - 2) Next, Morphology, is the level of words and forms in language. It is what one normally understands by grammar (along with syntax).
 - 3) Syntax comes next and is related with clauses, phrases, and sentences. It involves differences in meaning that occur by changes in word order
 - 4) Semantics is the area of meaning.
 - 5) Pragmatics is the last and is related with use of language
- All languages are known as systems of communication.
 - The systems of languages may be different from each other but they follow the same levels that start from the basic one (phonology) and go up to use of language (pragmatics).
 - When we study language scientifically in stages like above, it is known as “linguistics”

Extra Reading – Short Note

*Linguistics is the **scientific** study of language. There are three aspects to this study: language **form**, language **meaning**, and language in **context***

Topic 9: Phonology

Phonology is the study of how sounds are organized and used in natural languages. It is a branch of linguistics concerned with the systematic organization of sounds in languages. The phonological system of a language includes a list of sounds and their features, and rules which specify how sounds interact with each other.



Sounds are represented by signs or symbols in a language, as in this chart which represents sounds in English language. It is called the “International Phonemic Chart of English”. There are 26 alphabets in English and 44 sounds related with those alphabets. These sounds help us to know the exact pronunciation of particular alphabets.

Phonology, therefore, is the study of sounds, and the combination of sounds, that is, how are these sounds organized.

- Sounds are known as “phonemes”

Topic 10: Morphology

Morphology is a sub-discipline of linguistics in which forms and structure of words in a language are studied. In easier words, one can say that sounds combine to form words, and that is Morphology.

Morphology is the study of how things are put together, like the make-up of animals and plants, or the branch of linguistics that studies the structure of words.

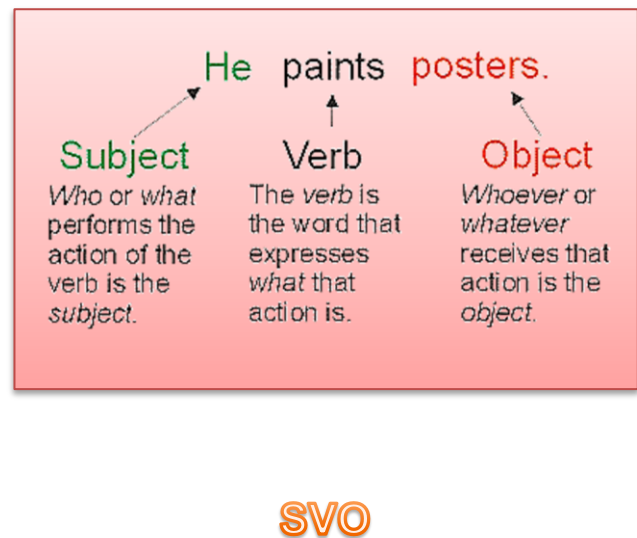
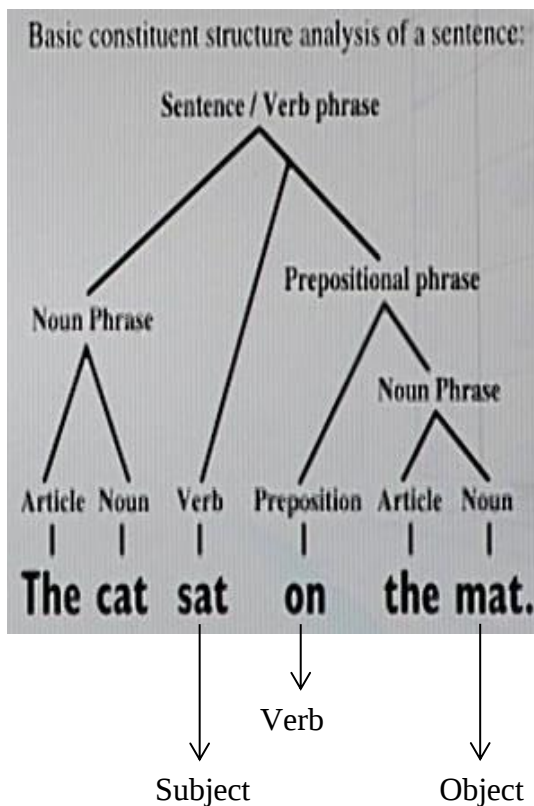
In morphology, the word part morph- means "form" and -ology means "the study of." So, those who study how something is made or formed are engaged in morphology. In biology, the morphology of fish might investigate how the gills work as part of the respiratory system. In language morphology, you might study how prefixes and suffixes added to a word change its meaning.

- Words in a language consist of one element, or elements, of meaning which are known as “morphemes”
- Number of “phonemes” (sounds) combines to give a “morpheme” (word).

Topic 11: Syntax

Syntax is the sequence in which words are put together to form sentences. In English, the usual sequence is subject, verb, and object. (Note: Syntactic languages, such as English, use word order to indicate word relationships).

- “Syntax” is a Greek word, which means “order” قرینے سے لگا ہوا ترتیب وار
- If words are not put together in certain order in sentence, they will just be morphemes and will not form a proper sentence to convey any meaningful message
- To understand a sentence, a proper order, or sequence of words is necessary. This order or sequence is called Syntax.
- Word arrangement is essential to communicate properly



Topic 12: Semantics and Pragmatics

- Whenever we enter the sphere of “meaning”, we are talking about “semantics” and “pragmatics”.
- “Meaning” is what we use the language for—to communicate with each other, to convey 'what we mean' effectively.
- Both semantics and pragmatics have to do with the meaning of language, and link language to the world.

The branch of linguistics and logic concerned with meaning. It is concerned with the meaning of a word, phrase or text. Similarly, analysis of word meanings and relations between them is also studied here.

Extra Reading***SEMANTICS***

The most general definition of semantics is that it is "the study of linguistic meaning", or "the study of the meaning of words and sentences"

PRAGMATICS

Pragmatics is the study of "how to do things with words", or "the study of the contribution of context to meaning".

Lesson No. 3

Certain Terms

(related to language and language learning, and literacy)

Topic 13: Acquisition and Learning

Language **acquisition** is the process by which children acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate in a natural way and not consciously.

GLOSSARY

- **Acquisition:** Gaining, Attainment, Acquirement
- **Perceive:** Notice, Identify, Make out, Sense, Become aware of
- **Comprehend:** Understand, Know, Grasp

Children **acquire** language through a subconscious process during which they are unaware of grammatical rules. They get a feel for what is and what is not correct. In order to acquire language, the learner needs a source of natural communication. The emphasis is on the text of the communication and not on the form. Young students who are in the process of acquiring English get plenty of “on the job” practice. They eagerly acquire the language to communicate with classmates.

Language **learning**, on the other hand, is the result of direct instructions in the rules of language. It certainly is not an age-appropriate activity for your young learners. In language learning, students have conscious knowledge of the new language and can talk about that knowledge. They can fill in the blanks on a grammar page. Research has shown, however, that knowing grammar rules does not necessarily result in good speaking or writing. A student who has memorized the rules of the language may be able to succeed on a standardized test of English language but may not be able to speak or write correctly.

Topic 14: Difference between Acquisition and Learning

- Acquisition is implicit, but learning is explicit.
- Acquisition is age-related, but learning is not.
- Acquisition is not effort related, but learning is.

Therefore, teaching literacy comes under the heading of learning.

GLOSSARY

- **Explicit:** Clear, Obvious, Precise, Unequivocal
- **Implicit:** Hidden, Implied, Understood, Tacit

Acquiring language is said to be a subconscious process. It's the act of **internalizing** language to which you have been exposed **without** the deliberate memorization of a word and its definition. With acquisition, you don't need to be aware of the learning process. Acquisition of language occurs from your environment where your surroundings provide the input and language acquisition just happens magically with repeated exposure to the target language.

Learning is a conscious activity. It's what we do when we look a word up in the dictionary. It's also what happens when we learn rules about how language works or purposefully study lists of vocabulary and grammar forms. Enrolling in a language class involves deliberate learning. Here, the language will be learned through memorization and direct study.

Topic 15: Native Language

- It is the language that a person acquires in early childhood because it is spoken in the family and/or it is the language of the region where the child lives.
- Also known as mother tongue, first language, arterial language, or L1.
- Native language is the one that the child learns from their parents in home environment.
- Children growing in bilingual homes can have more than one mother tongue or native language
- Child acquires the words, sentences, rules of the language, etc, of L1 automatically from immediate family and the surrounding environment.

Topic 16: Second Language

- It is the language other than the mother tongue that a person or community uses for public communication, especially in trade, higher education, and administration.
- It is a language learned by a person after his or her native language, esp. as a resident of an area where it is in general use.
- A person's second language (or L2) is a language that is not the native language of the speaker, but that is used in the locale (setting, area, locality) of that person.
- It is next to native language
- The user of the second language (L2) often has the same or almost the same competency in this language as in their native language (L1).

Topic 17: Foreign Language

- A foreign language is a language originating from another country.
- It is also a language not spoken very commonly in the native country of the person.
- For instance, Italian or French language in Pakistan.
- Teaching foreign language should start from the very basics

MOST-STUDIED LANGUAGES
ON U.S. COLLEGE CAMPUSES, FALL 2009:

LANGUAGE	ENROLLMENTS	CHANGE SINCE 2006
1. Spanish	864,986	+ 5.1%
2. French	216,419	+ 4.8%
3. German	96,349	+ 2.2%
4. ASL American Sign Language	91,763	+ 16.4%
5. Italian	80,752	+ 3%
6. Japanese	73,434	+ 10.3%
7. Chinese	60,976	+ 18.2%
8. Arabic	35,083	+ 46.3%
9. Latin	32,606	+ 1.3%
10. Russian	26,883	+ 8.2%
11. Ancient Greek	20,695	– 9.4%
12. Biblical Hebrew	13,807	– 2.4%
13. Portuguese	11,371	+ 10.8%
14. Korean	8,511	+ 19.1%
15. Modern Hebrew	8,245	– 14.2%

Source: *mla.org***Topic 18: Regional Language**

- A regional language is a language spoken in an area of a sovereign (independent, self-governing) state, whether it is a small area, a federal state or province, or some wider area.
- A regional language is a language spoken in an area that is part of a larger nation state.
- For instance, Punjabi, Sindhi, Hindko, and Sareiki are regional languages of Pakistan among many others.
- Regional language becomes the native language (L1) of the people in that particular region. For instance, Punjabi, Sindhi, Pashto or Balochi are the native languages of the people of their respective areas because these languages are spoken and understood in those particular areas only.
- A dialect is a variety of a language which has different pronunciation, grammar or vocabulary than the standard language of the region. For example, Shahpuri dialect (also known as Sargodha dialect), or Utradi, a form of Sindhi language regarded as a dialect of Sindhi; spoken mainly in Upper Sindhi.

Lesson No. 4

Stages of Language Development

Topic 19: First Stage

Introduction

Language development is the process by which children come to understand and communicate language during early childhood.

- From birth up to the age of five, children develop language at a very rapid pace. The stages of language development are universal (common) among humans.
- However, the age and the speed at which a child reaches each highpoint of language development differ greatly among children.
- Thus, language development in an individual child must be compared with norms (standards) rather than with other individual children. In general girls develop language at a faster rate than boys.
- Language development reflects the growth and maturation of the brain. After the age of five it becomes much more difficult for most children to learn language.
- There are six stages of language development.

First Stage

Sounds: Infants, from birth, make and respond to many sounds. Crying, gurgling, and cooing are important first steps in the language-development process.

- This period is also known as Pre-Linguistic Language Development stage
- The child is learning to control the sounds they can produce and to string these sounds together in vocal play. In this stage, the child is not yet able to manipulate these sounds into proper words.
- The foundation of L1 is created during this stage.

Topic 20: Second Stage

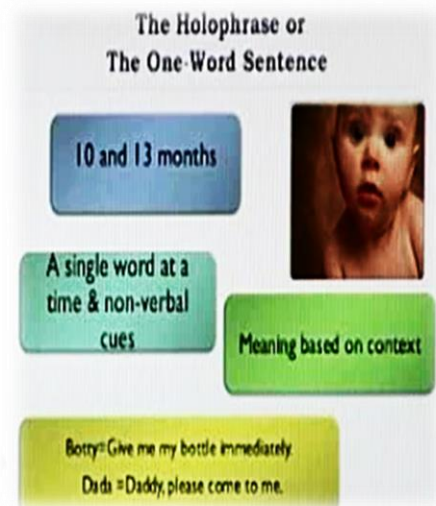
Babbling: All of the sounds found in all languages are encompassed in children's first babbling. Gradually, babbling becomes more specific with native language syllables being consistently practiced.

- This period is also included in the Pre-Linguistic Language Development stage
- At this time, the child starts 'babbling'.
- Sounds are given intonations (pitches, tones) learned from the family.
- The child begins to produce a series of consonant-vowel syllables and may develop utterances, but has yet to produce proper words.
- Babbling continues during the first year of the birth and then normally finishes.

Topic 21: Third Stage

Holophrases: The first word evolves to many single words or syllables that stand for a variety of meaningful sentences or phrases in different situations. "Car" said while looking out the window may mean, "Look at the car outside".

- Holophrases are related with nouns
- They are context related, because child has a specific meaning in their mind
- They may be having only one word, but for the child they express a complete sense.
- This stage starts from 10 – 13 months.



Topic 22: Fourth Stage

Two-Word Sentences: Two-word sentences appear between eighteen and twenty months of age and express ideas concerning relationships: e.g.

- “Mommy-sock” (possessor-possession) – my mother owns these socks
- “Cat-sleeping” (actor-action)
- “Drink-milk” (action-object)
- A vocabulary of about 300 words is typical.



At this stage, the child has not attained competency in rules of grammar. The child has simply attained capability in putting two words together in some logical relationship.

Topic 23: Fifth Stage

Telegraphic Sentences: Simple three or more word sentences usually comprising at least one noun and verb that stick to the grammatical standards of the culture's language.

- At least 50 different words
- No function words (is, are, am) and grammatical morphemes – e.g. “Mommy juice”, “baby fall down”
- Reflecting the order of the language (maintaining sequence of the language) – e.g. “kiss baby”, “baby kiss” (SVO^{ENG} – SOV^{URDU})
- Creatively combining words – e.g. “more outside”, “all gone cookie”.

Telegraphic sentences are short and simple. Similar to telegram, they omit function words and endings that contribute little to meaning. For example: “Where Daddy go?”, “Me push truck”.

Topic 24: Sixth Stage

Joined Sentences: As language development proceeds, children learn to join related sentences logically and express ideas concerning time and spatial relationships. They come to understand social expectations for language use.

- At this stage, child learns to complete the sentences with the so far missing elements (functions, endings)
- Child learns to use language as is done by their adults
- Child acquires all these skills unconsciously and naturally
- The vocabulary extends to about 1,000 words
- Child also learns the rules, forms and norms for using these words as is required by the language

GLOSSARY

*A **spatial relation** specifies how some object is located in space in **relation** to some reference object. In the beginning of language development, early spatial concepts include: in front of, behind, top, etc.*

Lesson No. 5

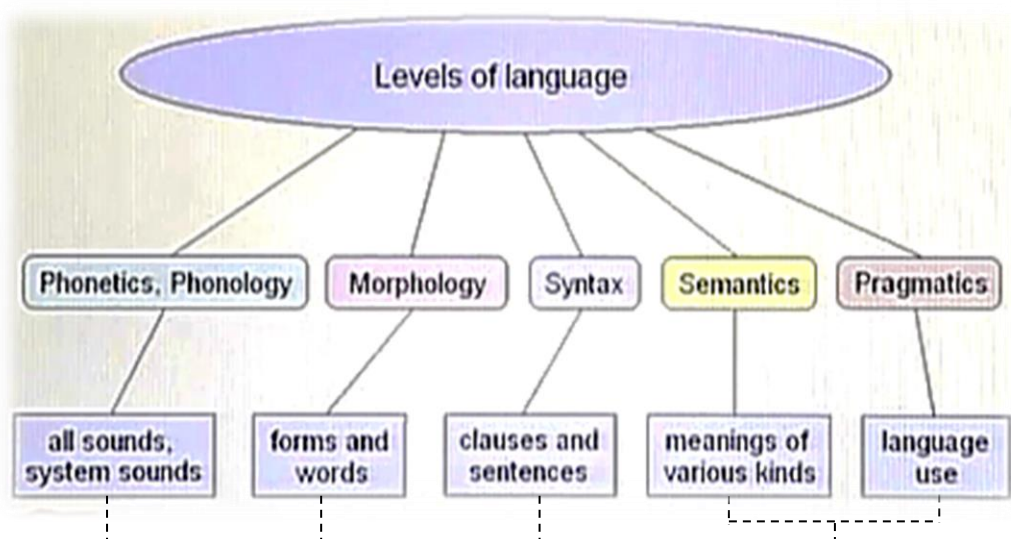
Some Guidelines

Topic 25: Need for Guidelines

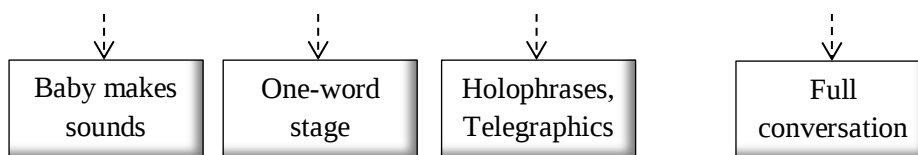
- Guideline is a general rule, principle, previous example, or piece of advice; a line by which one is guided.
- Guidelines always help us to determine a course of action especially when we are planning or designing something.
- By discussing different examples, we will try to focus on certain guidelines for teaching literacy skills.

Topic 26: Language Development

- There are different stages starting from sounds, and going to babbling, holophrases, two word sentences, telegraphic sentences, and finally joint sentences.
- It can be observed that language starts with simple sounds which develop into understandable conversations.
- During the language development process, the child moves from the simple to complex, and broken sentences or incomplete sentences to complete sentences (this is the guideline).
- The acquisition of language is one of the more remarkable achievements of early childhood. By age 5, children essentially master the sound system and grammar of their language and acquire a vocabulary of thousands of words.
- Literacy skills are related to language development – so the same guidelines apply.

Topic 27: Language Model

- Sounds develop into forms and words, which mature into clauses and sentences, followed by meanings and proper use of language.



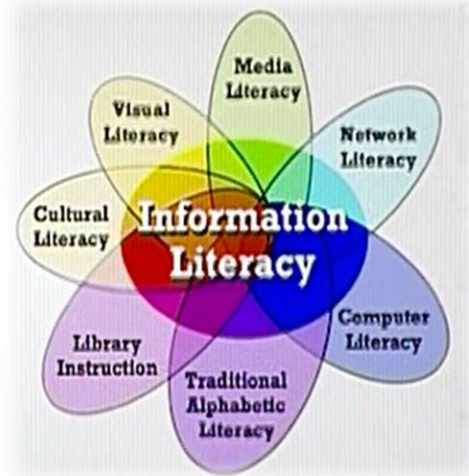
- Both models follow the same pattern of "from simple to complex", "from incomplete to complete".
- Guideline: start with the basics and move on to the complex.

Topic 28: Literacy Models

Basic Model



Complex Model



Literacy is fundamental for learning in school. It has an impact on an individual's ability to participate in society and to understand **important** public issues. And it provides the foundation upon which skills needed in the labour market are built.

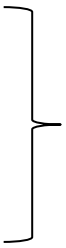
- It is possible that an individual fails to reach the level of the complex model; but anyone who has reached the level of the complex model must have passed through the level of the basic model.
- Guideline: we should start from the basics when teaching literacy skills

Topic 29: Literacy Classroom

- In literacy classroom, we teach all of the skills needed for reading and writing.
- They include such things as awareness of the sounds of language, awareness of print and the relationship between letters and sound.
- When we say somebody is literate, we mean that s/he is able to read, write, speak and understand the subject matter – all these skills contain within themselves several other skills.
- Literacy classroom is a combination of several skills and corresponding sub-skills

Topic 30: Starting from Basics

- The models discussed previously guide us that we should start from the basics when teaching literacy skills – start with the simple and move to the difficult from there onwards – step-by-step

- Alphabets
 - Sounds
 - Words
 - Pronunciation
 - Order of words
 - Sentences
 - Reading
 - Writing, etc.
- 
- Sequence to follow for attaining any of the major literacy skills like reading, writing, speaking, listening.

Above is based on the guideline for a literacy classroom: from easy to difficult.

Lesson No. 6

What Should Literacy Do?

Topic 31: What is a Code?

Code is the message conveyed through communication (read, view, listen) and encode (write, speak, present) – uses alphabet, sounds, spelling conventions, sentence structure, etc.

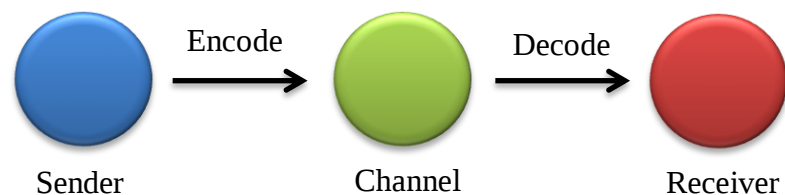
- In communications and information processing, code is a system of rules to convert information—such as a letter, word, sound, image, or gesture—into another form or representation, sometimes shortened or secret, for communication through a channel or storage in a medium.
- Literacy is connected to certain codes – in the effort to attain literacy, you are trying to achieve a competency to deliver your code effectively.
- The basic purpose of language is communication – the more refined the literacy skills, the more effective the communication is.

Topic 32: Code Breaker

Code breaking ability is the ability to decode (read, view, listen) and encode (write, speak, present) – uses alphabet, sounds, spelling conventions, sentence structure, etc.

- When you are making or delivering a message, you are encoding; when you are trying to understand a message, you are decoding
- The encoding of a message is the production of the message. It is a system of coded meanings, and in order to create that, the sender needs to understand how the world is comprehensible to the members of the audience.
- The decoding of a message is how an audience member is able to understand, and interpret the message.
- Literacy skills refine a person's ability to encode and decode

Communication Model



Topic 33: Meaning Making

(One of the most important objectives to be achieved by literacy)

The ability to draw on prior knowledge, interpret and make meaning of texts and inferred meaning

- Meaning making is a lengthy process, involving different stages
- Depends upon individual's level of knowledge, and how refined it is
- Because of difference in the levels of knowledge in various people, the same message may be understood differently by different people.
- Making meaning out of a message is a very important target of literacy

**Topic 34: Using Text**

Ability to draw on prior knowledge (mental storage, back-up, schemata), interpret and make meaning of texts and use them for different purposes. This is another important target of literacy skills.

- If a student is given an assignment and has to add information from a particular reference, but is unable to do so, it means that s/he is not literate enough to use that text.
- Texts have different purposes, for instance, letter to a friend, application to a higher authority, trying to answer a question in a question sheet, etc. have different objectives and different audiences.
- Literacy skills teach you to make proper codes for using text efficiently

Topic 35: Analyzing Text

Analyzing involves digging deeper into the meaning of the text. It goes beyond memorizing facts, dates, and names. It requires more than main ideas and details. Analyzing means forming an educated opinion about what you have read.

- Understand and act upon the knowledge that texts are not neutral but position and influence the audience through various means.
- For instance, a joke may be funny and may make the audience laugh, but if it humiliates a certain part of the community it is not in good taste. We reach to this conclusion after analyzing the text of the joke. We are using our background knowledge for this purpose.
- Texts are not neutral – they have different purposes, and influence different persons differently.
- For example: text in a philosophy book or in a story book – both have different purposes and different effects on the readers. Similarly, a news in a Newspaper will have different effect on different people.
- You cannot understand a text properly without analyzing it.
- Literacy skills help you learn to analyze text competently

Topic 36: Examples

- Following processes are involved when you read:
 - Coding
 - Decoding
 - Using text
 - Interpreting meaning
 - Analyzing text
- The same processes are used when you write, except for “decoding” where you “encode” the text instead.
- Eliminating one process (or literacy skill) will have drastic effects on coding and communication.
- Literacy skills target all these areas.

Lesson No. 7

Literacy Classroom**Topic 37: Student-centered**

Student-centered learning is focused on each student's interests, abilities, and learning styles, placing the teacher as a facilitator of learning.

- While teachers are an authority figure in this model, teachers and students play an equally active role in the learning process. The teacher's primary role is to coach and facilitate student learning and overall comprehension of material. Student learning is measured through both formal and informal forms of assessment, including group projects, student portfolios, and class participation. Teaching and assessment are connected; student learning is continuously measured during teacher instruction.
 - In student-centered classrooms, students are directly involved and encouraged in the discovery of their own knowledge. Through collaboration and cooperation with others, students engage in experiential learning that is authentic, holistic, and challenging. Students are empowered to use prior knowledge to construct new learning
 - This classroom teaching method acknowledges student voice as central to the learning experience for every learner, and differs from many other learning methodologies (e.g. teacher-centered)
 - Target of teaching: **every** student must advance towards achieving learning goals – facilitate **every** student to learn.



Topic 38: Teacher-centered

Teacher-centered learning is focused on teacher's interests, abilities, and learning styles, placing the teacher as the center of classroom.

- Teachers are the main authority figure in this model. Students are viewed as “empty vessels” whose primary role is to passively receive information (via lectures and direct instruction) with an end goal of testing and assessment. It is the primary role of teachers to pass knowledge and information onto their students. In this model, teaching and assessment are viewed as two separate entities. Student learning is measured through objectively scored tests and assessments.
 - Teacher's interest and learning style are important here; i.e. the teacher makes students learn in the same style as she used to learn, for instance, if the teacher was an audio-learner the students will be required to learn through lectures. Visual-learners may not be able to follow the teacher properly.
 - This classroom teaching method acknowledges teacher voice as central to the learning experience for every learner.

Teacher-Centered	Learner-Centered
• Focus is on instructor	• Focus is on both students and instructor
• Instructor talks; students listen	• Instructor models; students interact with instructor and one another
• Students work alone	• Students work in pairs, in groups, or alone depending on the purpose of the activity
• Instructor monitors and corrects every student utterance	• Students talk without constant instructor monitoring
• Instructor chooses topics	• Students have some choice of topics
• Instructor answers student's questions about language	• Students answer each other's questions, using instructor as an information resource
• Classroom is quite	• Classroom is often noisy and busy
• Instructor evaluates student learning	• Students evaluate their own learning; instructor also evaluates

Topic 39: Roles of Teacher

A teacher can adapt different roles in a classroom. These roles decide not only the dimensions a classroom can take, but also the quality of teaching and learning.

- The role of a teacher is not eliminated even from the modern classrooms which use a significant amount of technology.
- A teacher decides through different roles in a classroom that class is teacher-centered or student-centered. For instance, if the teacher keeps controlling the class, it becomes teacher centered.



Topic 40: Details of Teacher's Roles

Teachers assume a wide range of roles to support school and student success. Whether these roles are assigned formally or shared informally, they build the entire school's capacity to improve. Because teachers can lead in a variety of ways, many teachers can also serve as leaders among their peers.

roles	functions
Controller	the pace / everyone has an equal chance/ make sure Ss use certain target language items/time
Assessor	correcting mistakes (be gentle) organizing feedback (Don't be critical)
Organizer	design and organize tasks (give clear, concise instructions) While Ss are doing the activity, the teacher should walk around the classroom and monitor what the Ss are saying.
Prompter	When students are not sure how to start an activity, or what to do next, or what to say next, the teacher should give appropriate prompts.
Participant	participate in students' activities
Resource-provider	a good and convenient resource for the students.

Among the most important roles a teacher may assume is that of learner. Learners exemplify continual improvement, demonstrate lifelong learning, and use what they learn to help all students achieve.

- Jeremy Harmer
<https://www.google.com.pk/#q=jeremy+harmer+practice+of+english+language+teaching+pdf>

(this is a continuous string – no breaks)



Topic 41: Activity Based

Where teaching and learning are based on different activities related to the topic; for instance, sequencing, sorting, measuring, predicting, testing, acting out, role playing, observing/ comparing, memorizing, dancing/ singing/ chanting/ making music, mixing, joining, tracing/ painting, etc. – all these activities can be conducted in a literacy classroom.

- **Activity Based Learning (ABL)** is a methodology where children of different ages are grouped together in one class and learn at their own pace through teacher-facilitated exercises.
- It is a student-centered classroom.
- Activities are related to the topic, learning target and objectives.



Topic 42: Conclusion

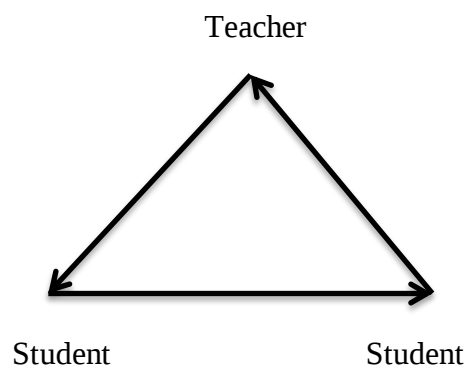
The principle behind the activity based approach is that children are “doers” and learn the language because they have encountered and used it in a realistic situation.

- Children learn best from experience.
- Children learn by doing, using their senses, exploring their environment of people, things, places and events.
- They learn from first-hand and concrete experiences as well as “vicarious” (second-hand) forms of experiences, (e.g., storytelling, listening to another person, reading a book and looking at pictures, watching television or listening to the radio).
- Children do not learn as effectively when they are passive. Active engagement with things and ideas promotes mental activity that helps students retain new learning and integrate it with what they already know.
- If it is not possible to always provide concrete, first-hand experiences for the student, efforts must always be exerted so that the student will be able to understand the concept in a clear and concrete way.

A teacher in literacy classroom:

- a) encourages student–faculty contact
- b) encourages cooperation among students
- c) encourages active learning
- d) gives prompt feedback
- e) emphasizes time on task
- f) communicates high expectations
- g) respects diverse talents and ways of learning

(Chickering & Gamson, 1999, p.76)



Lesson No. 8

Teaching Alphabets**Topic 43: Alphabetic Principle**

The alphabetic principle is composed of two parts:

i. Alphabetic Understanding

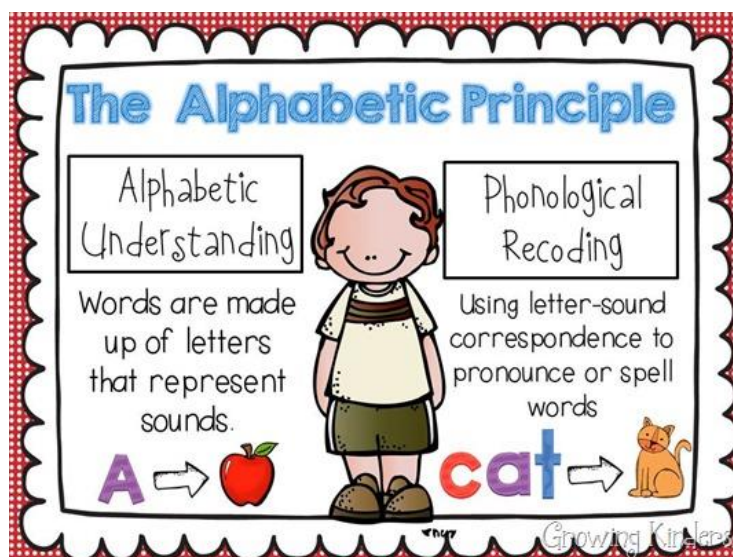
Words are composed of letters that represent sounds.

- Alphabets are letters, and letters are sounds; e.g. CAT has three letters that represent three different sounds.

ii. Phonological Recording

Using systematic relationships between letters and phonemes (letter-sound correspondence), to retrieve the pronunciation of an unknown printed string or to spell words.

- Phonological recording is the utilization of reading abilities to transform written symbols into noises and words. It is a necessary component to understanding symbolic imagery.



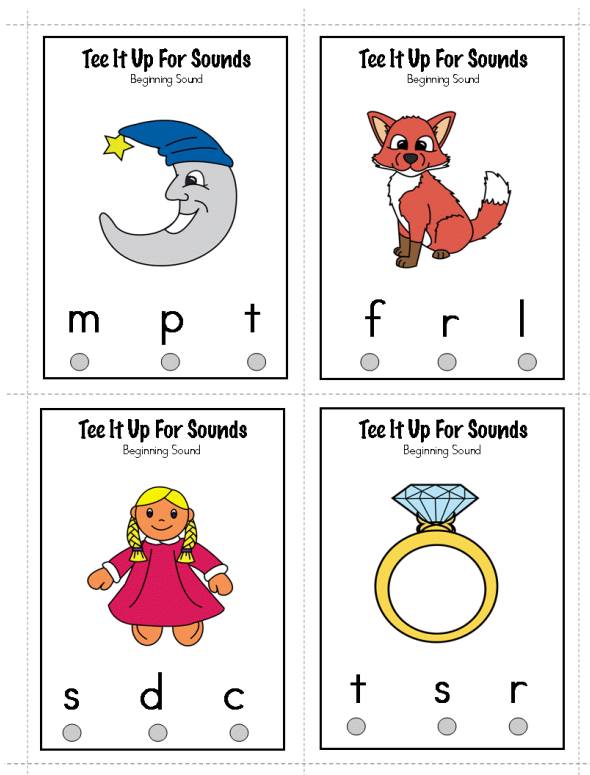
Topic 44: Introducing Alphabets

A new alphabet is introduced to a child.

- Normally, this stage of teaching alphabets is related to pre-schoolers or toddlers
- For us this is just an alphabet, but it is a whole new concept for a pre-schooler or toddler – if drawn on the whiteboard, these are new shapes for the young children.
- Whenever introducing a new letter, always relate it to a picture of an object which the child is already familiar with – it creates a context for the child and makes learning easy. The picture will make the letter stick to the mind of the child.

Three terms for teaching alphabets stage:

- Pre-school: stage before the school stage
- Toddlers: 3-4 years (have just started walking)
- Kindergarten: nursery stage (classroom is just like a playroom for the children, they learn while playing)



Topic 45: Alphabetic Order

- Introduce in a particular order
- Plan from easy to complex – incomplete to complete (easy concepts provide base for the next level)

ABCDE
FGHIJK
LMNOP
QRSTU
VWXYZ

B, M, F, D, S, P, V, T, L, Z, N, W, J,
K, H, C, G, Y, R, A, O, I, U, E, Q, X

The first picture above represents the natural order of English alphabets, but the second picture starts with easier sounds and proceeds to the difficult ones. ‘A’ and ‘C’ have more than one sound, while ‘B’ has only one sound, and so forth.

Extra Reading:

- *Alphabetical order is a system whereby strings of characters are placed in order based on the position of the characters in the conventional ordering of an alphabet.*
- *To determine which of two strings comes first in alphabetical order, their first letters are compared. If they differ, then the string whose first letter comes earlier in the alphabet is the one which comes first in alphabetical order. If the first letters are the same, then the second letters are compared, and so on. If a position is reached where one string has no more letters to compare while the other does, then the first (shorter) string is deemed to come first in alphabetical order.*

Topic 46: Relate with Sound

- When introducing your child to the 26 letters and each letter's (sounds), do not simply begin with the alphabet 'A'.
- Working in alphabetical order is not the most effective way for a child to learn the sounds made by each letter.
- Always relate a letter with a sound which is familiar to the child so that the child gets a clear concept.

Extra Reading

Phonics is a method for teaching reading and writing of the English language by developing learners' phonemic awareness—the ability to hear, identify, and manipulate phonemes—in order to teach the correspondence (association, correlation) between these sounds and the spelling patterns (graphemes) that represent them.

Phonics instruction helps children learn the relationships between the letters of written language and the sounds of spoken language. Children are taught, for example, that the letter n represents the sound /n/, and that it is the first letter in words such as nose, nice and new.

Phonics
ee ur ow
wh y au

Topic 47: Practice

- To practice is to do something again and again in order to become better at it.
- It requires repeated performance or systematic exercise for the purpose of acquiring skill or proficiency.
- It involves action rather than thought or ideas.



Alphabets for pre-schoolers are not easy. All alphabets are new to them.

Following three points are to be kept in mind when teaching alphabets to children:

- i. Components and definition of alphabetic principle
- ii. The phonemic awareness and decoding
- iii. Letter-sound correspondence to enhance word recognition

Lesson No. 9

Activities with Alphabets**Topic 48: Letters on String**

- Select the order of the alphabets you want to teach the sounds of (e.g. one of the two orders discussed in Topic 45 earlier).
- Cut out cardboard alphabets
- Hang them on a string according to the chosen order

Letters which have to be taught are hanging on the wire. In a way, they look like something real.

Topic 49: Large Letters

- Besides being almost as tall as the child, these letters can be decorated with pictures of objects beginning with that letter.
- Any material can be used for making these big letters.



Making these letters will involve several other activities, engaging all students and enabling active learning.

Topic 50: Alphabet Cookies

Letters in the form of cookies can also serve as an effective source of teaching letters.

**Topic 51: Letter Cards**

Print out the letter cards, and have the young student colour the letters with crayons or paint markers.



Many activities can be carried out with above material.

Topic 52: Letter Boxes

- Take small containers.
- Take letter stickers.
- Fix one letter yourself and tell the child to fix the same letter by picking from the sticker sheet.



This creates a student-centered classroom involving all students in performing the required skill.

Topic 53: Letter Pounding

This activity also helps the students in identifying and recognizing the letters, and placing them as required.

- Take boards printed with letters (or paste a sheet printed with letters on the board)
- Take letter shapes
- Tell children to fix the letter shape on its place on the board.
- This is essentially a matching activity
- It is better to conduct this activity in pairs or groups.



Lesson No. 10

Alphabetic Principle**Topic 54: Lack of Alphabetic Understanding**

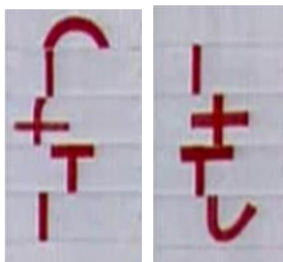
Children who lack alphabetic understanding cannot:

- understand that words are composed of letters
- associate (connect, relate) an alphabetic character (i.e. letter) with its corresponding phoneme or sound

When we go on reducing the bigger chunks of language and start moving towards the minimum part of the word, sentences are reduced in to words and words are reduced in to letters (letters have sounds). The problem with children who lack alphabetic understanding is that:

- they do not understand that words are made of letters,
- and that these letters represent sounds (which we call phonemes).

As a result, concepts get intermingled in their minds, confusing them, and they are unable to distinguish letters.



- They are also unable to identify a word based on a sequence of letter-sound correspondences (e.g. that “mat” is made up of three letter-sound correspondences: /m/ /a/ /t/).
- As a result, they cannot blend letter-sound correspondences to identify decodable words.
- Such children also cannot use knowledge of letter-sound correspondences to identify words in which letters represent their most common sound
- As such, they fail to identify and manipulate letter-sound correspondences within words.

Topic 55: Alphabetic Principle Skills

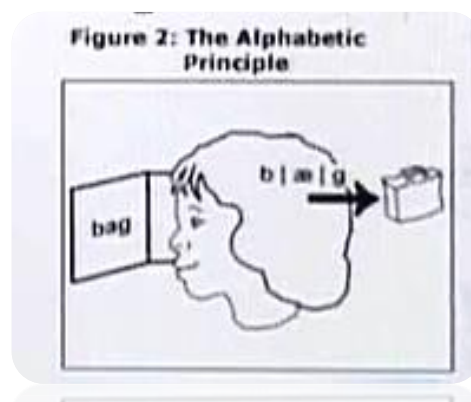
To develop alphabetic principle across nursery/ kindergarten to grades K-3, students need to learn two essential skills:

1. Letter-sound correspondence

Comprises initially of individual letter sounds, and progresses to more complex letter combinations.

2. Word reading

Comprises initially of reading simple words, and progresses to compound words, multisyllabic words, and sight words.



Extra Reading

Sight words are commonly used words that young children are encouraged to memorize as a whole by sight, so that they can automatically recognize these words in print without having to use any strategies to decode

Topic 56: Kindergarten Skills**1. Letter-sound correspondence:**

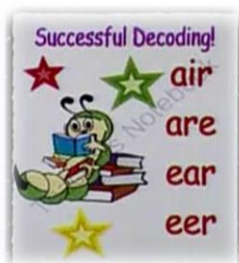
identifies and produces the most common sound associated with individual letter (letters giving more than one sound are normally not used at this stage).

2. Decoding

blends the sounds of individual letters to read one-syllable words – when presented with the word “fan“, the student will say: “/fffaannn/, fan“.

Topic 57: First Grade Skills**1. Letter-sound combination**

produces the sounds of the most common letter sounds and combinations (e.g. th, sh, ch, ing)

2. Decoding

sounds out and reads words with increasing automaticity, including words with consonant blends (e.g. mask, slip play), letter combinations (e.g. fish, chin, bath), monosyllabic words (e.g. cat, sun, moon), and common word parts (e.g. ing, all, ike).

3. Sight words

reads the most common sight words automatically (e.g. very, some, even, there)

Lesson No. 11

Lowercase Letters

Topic 58: Importance of Lowercases

English alphabets have both upper and lower case forms. Both forms of each letter are considered to be the same letter; that is, they have the same name and the same pronunciation and they are treated (virtually) identically when sorting in alphabetical order.

Importance of Lowercases

Upper case (capital letter) is used only at the start of a sentence when the first word of the sentence is capitalized. We also capitalize the pronoun, and the proper nouns as well as most adjectives formed from proper noun. This is a very limited usage; lowercase (small letter) is used extensively.

- Lowercase is faster to write,
- easier to read,
- and saves space on the printing material.
- It is also easier on the eyes,
- and do not burden coding-decoding systems.
- It provides fluency in writing.

The invention and application of lowercase letters have been highly beneficial to the reading and writing of text.

Topic 59: When to Teach Lowercase Letters

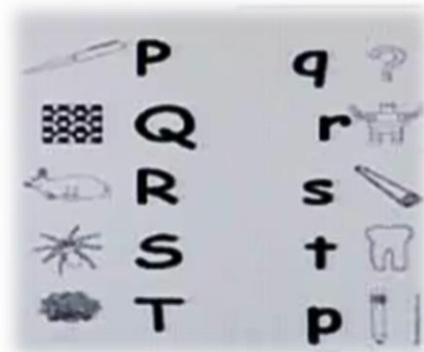
Uppercases first, for two reasons

1. Uppercase letters are easier to **visually distinguish** than lowercase letters – take for example the uppercase ‘B’ and ‘D’ versus. the lowercase ‘b’ and ‘d’.

2. Uppercase letters are easier for **beginning writers** (e.g. ‘E’ versus ‘e’). Even when instructed with lowercase letters, it is often noticed that young children naturally prefer uppercase.

It is important to expose young children to all kinds of letters, even different kinds of fonts.

So they should be introduced and exposed to small letters **soon** after the upper cases.



Topic 60: Letter Confusion

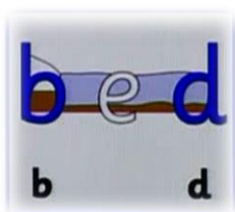
There are certain small letters which might create confusion for learners, e.g. 'b' and 'd'.



e m n
v w

It should be noted that some lowercase letters very closely mimic their capital letter partners, e.g. Cc, Kk, Oo, Vv, Ww.

So there should be more practice for the letters that might be confusing for learners.

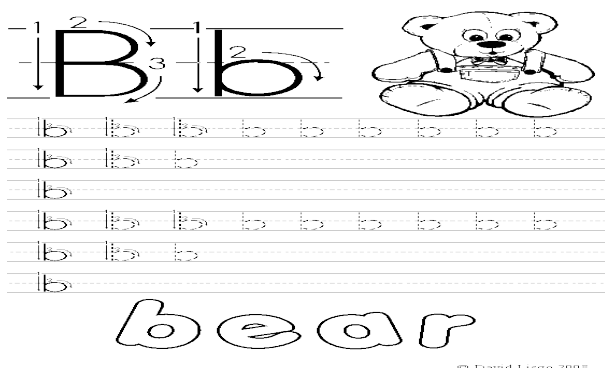


This picture helps to clarify the confusion.
It relates the letters with a picture.



This picture is also helpful in clearing up the concept.

Teacher can use similar material.

Topic 61: Lowercase Letters - Some Activities

bear

© David Lingo 2008

- Skill is activity based; it develops and improves with practice
- Teaching literacy skills should be activity based
- Activity provides practice
- Every classroom should be activity based
- Activities should be interesting
- Teacher should know which activity should be introduced at what time – timing is important



Lesson No. 12

Introducing Sounds**Topic 62: Phonemic Code**

The phonemic code is the specific print=sound relationships written English is based on. For instance: cat /c+a+t/. The English phonemic code of phonograms (distinct written letter or letters that represent specific sound(s)) is complex.

ɪ	I	ʊ	u:	ɪə	eɪ	ɪ	ʌ
e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	
æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ	
p	b	t	d	tʃ	dʒ	k	g
f	v	θ	ð	s	z	ʃ	ʒ
m	n	ŋ	h	l	r	w	j

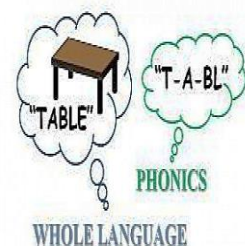
It is related to the letters and the sounds associated with them. A standardized set of symbols used in *phonetic* transcription.

Topic 63: Importance of Phonemic Code

Students need to learn the phonemic code because this phonemic code is the basis for written English and the foundation for proficient reading. The linguistic fact is English is a phonetic based system. learnt and decoded if taught effectively.

Learning the phonemic code (sound the print represents) is an essential sub skill for developing these proficient reader pathways.

This knowledge provides essential building blocks for developing the foundation of proficient phonologic processing.



Topic 64: Problem with Phonemic Code

The English phonemic code of phonograms (distinct written letter or letters that represent specific sound(s)) is complex. Letters and sounds do not have a one-to-one correspondence. There are 26 letters and 44 sounds.

Some letters represent more than one sound. Many sounds are made from a combination of letters. For instance: the letter 'c' in 'car' and in 'cigar'.

Combination of letters: 'sh' or 'th'.

There is overlap where one sound can be written several ways: /k/ from 'k' for kite as well as from 'c' for car.

Although it is difficult, even then English language is learnt and decoded if taught effectively. Most patterns are predictable and decoded easily.

A common problem...

/ə/ or /ʌ/ ?
cup /kʌp/ but cover /kʌvə/

Topic 65: Keep in Mind

Assembling word parts - The most common type of reading strategy in 3rd grade. The child breaks the word into small pieces. Often these are not real words and letters are used in several word parts. "plank" is read as "plan-ant" or "literature" is read as "lite-rat-ture" even

Common phonetic errors - These are accurate and phonetically correct decoding of irregularly spelled words. "honey" is read as 'hone-ee' or 'prank' is read as 'prahnk'

Limited code knowledge - The child has an incomplete knowledge of the spelling code. As a result, they will write the correct number of sounds, but the incorrect spelling. "made" is written as "mad" or "pout" is written as 'pot'

Letter naming - The child reads the word by saying the letter names. "punch" is read as "peeuhenseeaetch"

While teaching, one must keep these things in mind and must try to look for the effective solution to these issues.

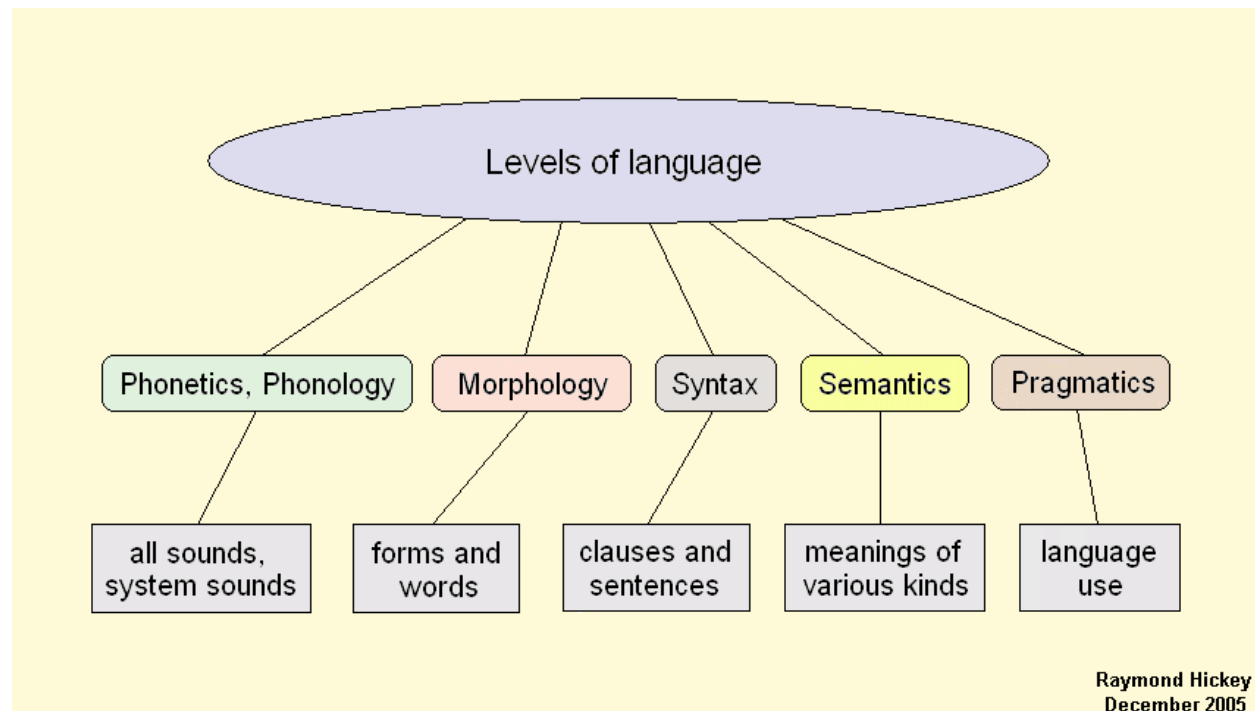


So what happens when you have poor PA, so you hear the word spoken but can't hear the smaller parts?

You are STUCK.
Completely and utterly stuck.



Lesson No. 13

Some TermsPhonology and Phonetics: Topic 66

Phonology is a branch of linguistics concerned with the systematic organization of sounds in languages. It is the first level of language also.

Phonology is about the patterns of sounds, especially different patterns of sounds in different languages (Arabic, Urdu, English), or within each language, different patterns of sounds in different positions in words etc.

$n \rightarrow \eta / _ [+vel] \text{ (English)}$
 $\zeta \rightarrow x / [+back] _ \text{ (German)}$
 $L \rightarrow F / H _ \text{ (Yoruba)}$
 $[+alv, +stop] \rightarrow r / [+vow, +str] _ [+vow]$
 (some English)
 $\theta \rightarrow t / [+fric] _ \text{ (some English)}$

Phonetics

Phonetics deals with the production of speech sounds by humans, often without prior knowledge of the language being spoken. For instance, /k/ or /b/ sound and different origins of these sounds.

Phonemes: Topic 67

Phonemes are the smallest units of sounds in a language. If a phoneme is changed, the word may change, e.g. change the l sound in 'lack' to a b and the word changes to 'back'.

<i>f</i>	/f/	[f], [v]
<i>s</i>	/s/	[s], [z]
<i>þ, ð</i>	/θ/	[θ], [ð]
<i>g</i>	/g/	[g], [j], [ɣ]
<i>c</i>	/k/	[k], [tʃ]

In English, the sound e in 'pet' and i in 'bit' are examples of vowel phonemes, the sounds j in 'judge' and sh in 'ship' are consonant phonemes.

Phonics; Topic 68

Phonics is a method for teaching reading and writing of the English language by developing learners' phonemic awareness—the ability to hear, identifies, and manipulates phonemes.

The purpose is to teach the correspondence between these sounds and the spelling patterns (graphemes) that represent them.

Importance of phonics

Learning phonics will help you to learn to read and spell. Written language can be compared to a code, so knowing the sounds of letters and letter combinations will help you to decode words as you read.

Phonemic Awareness: Topic 69

Phonemic awareness is the ability to hear and manipulate individual phonemes. Phonological awareness includes this ability, but it also includes the ability to hear and manipulate larger units of sound.

Conscious awareness that words is composed of separate sounds and the ability to identify and manipulate those sounds. Phonemic awareness can be developed by:

1. Recognizing beginning and ending sounds
2. Isolating sounds
3. Combining sounds
4. Breaking or segmenting words into its separate sounds

Lesson No. 14

Consonant SoundsWhat are these? : Topic 70

A consonant is a letter that represents a speech sound produced by a partial or complete obstruction of the air stream by a constriction of the speech organs.



There are 21 **consonant** letters in the written alphabet (B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, V, W, X, Y, Z), and there are 24 consonant sounds in most English accents.

Consonant Phonemes: Topic 71

/p/	as in <u>p</u> ast
/b/	as in <u>b</u> oy
/t/	as in <u>t</u> est
/d/	as in <u>d</u> ay
/k/	as in <u>k</u> ite
/g/	as in <u>g</u> o
/tʃ/	as in <u>ch</u> est
/dʒ/	as in <u>j</u> oke
/f/	as in <u>f</u> ind
/v/	as in <u>v</u> isit
/l/	as in <u>l</u> ast
/r/	as in <u>r</u> un

/θ/	as in <u>th</u> ick
/ð/	as in <u>th</u> is
/s/	as in <u>s</u> ad
/z/	as in <u>z</u> oo
/ʃ/	as in <u>sh</u> oe
/ʒ/	as in ple <u>as</u> ure
/h/	as in <u>h</u> eavy
/m/	as in <u>m</u> any
/n/	as in <u>n</u> o
/ŋ/	as in ri <u>ng</u>
/j/	as in <u>y</u> esterday
/w/	as in <u>w</u> et

A *consonant* phoneme is a speech sound that is articulated with complete or partial closure of the vocal track.

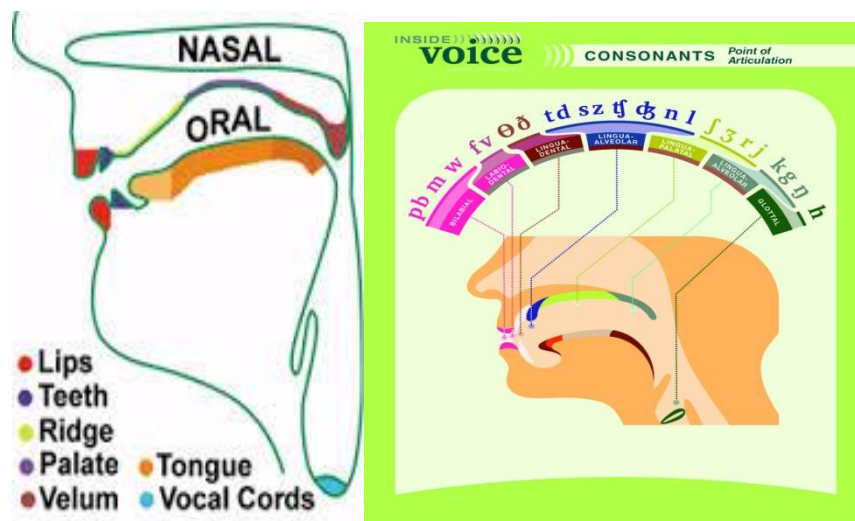
Manner of Articulation: Topic 72

The *manner of articulation* is the configuration and interaction of the articulators (speech organs such as the tongue, lips, and palate) when making a speech sound.



One parameter of *manner* is that how much air passage is blocked while producing some sound.

Different sounds are produced due to different positions of speech organs.



Lesson No. 15

Different Consonant Sounds**Different Types : Topic 73**

A consonant sound is produced by a partial or complete obstruction of the air stream by a constriction of the speech organs. This is related to manner of articulation also.

Manner of articulation	
▪ (oral) stop	▪ e.g. [p], [t], [k], [b], [d], [g]
▪ nasal (stop)	▪ e.g. [m], [n], [ŋ]
▪ fricative	▪ e.g. [f], [s], [ʃ], [x]
▪ affricate	▪ e.g. [tʃ], [dʒ]
▪ approximant	▪ e.g. [l], [r], [w], [j]

It means different positions of speech organs and the resultant air passage produce all these type of sounds. Example: flute

Stop: Topic 74

The definition of a stop consonant has three parts. First, either the tongue or the lips close off the air flow entirely. Second, this closure causes a build up of pressure, and third, there is a release of this built up air.

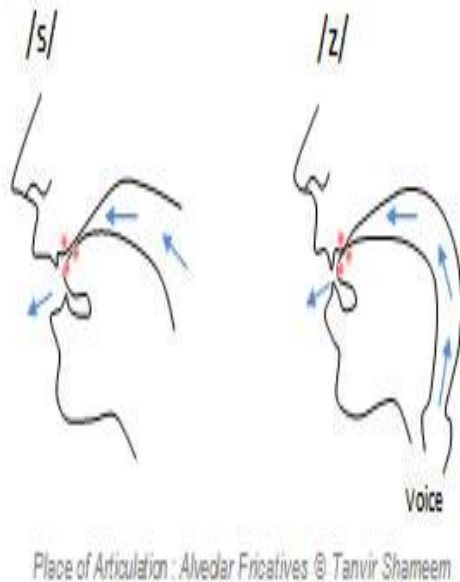
There are 6 different stop consonants. /p/, /b/, where the pressure is built up by the lips being closed; /t/, /d/, where the pressure is built up by the tongue raising and closing off the air flow; and /k/, /g/, where the pressure is built up by the back of the tongue reaching up and touching the back of the throat, causing the pressure to build up there.

Nasals: Topic 75

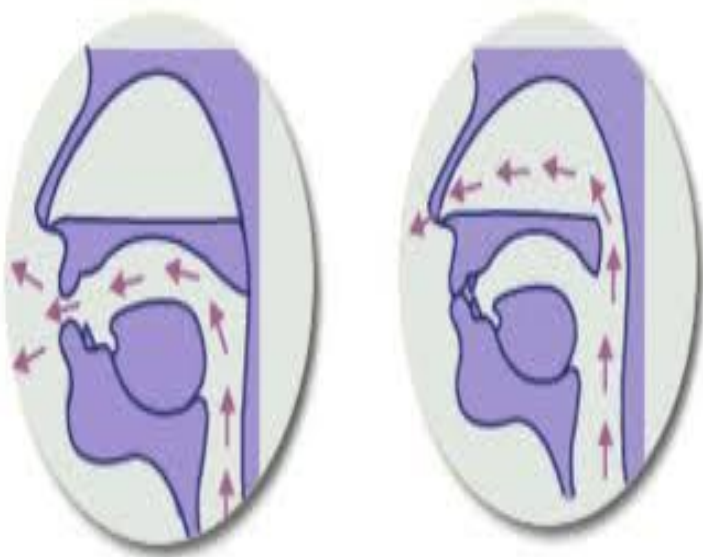
Nasals are *consonants* that are formed by blocking the oral passage and allowing the air to escape through the nose. The examples of a nasals are /m/, /n/ and /ŋ/. The air stops at the lips and goes through the nose instead.

Fricatives: Topic 76

A fricative is a consonant sound that is created by constricting the vocal tract, causing friction as the air passes through it. The examples of English fricative sounds (the *v* sound, *f* sound, *th* sound, *z* sound, *s* sound, *sh* sound, and *h* sound).

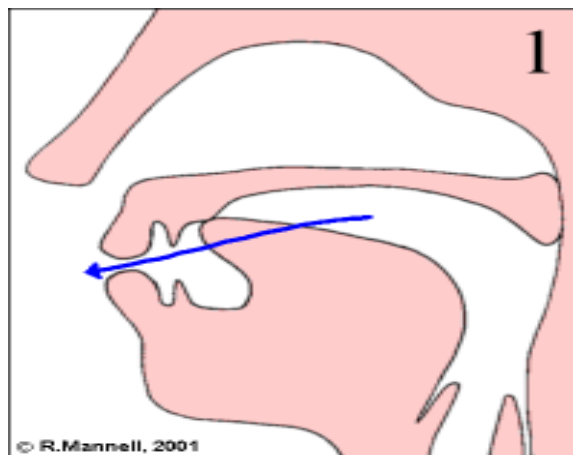
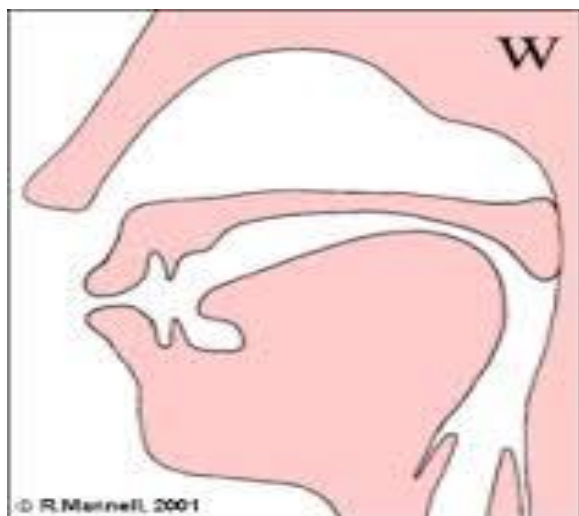
**Affricates: Topic 77**

A complex speech sound consisting of a stop consonant followed by a fricative; it is a combination of stops and fricatives. It is often difficult to decide if a stop and fricative form a single phoneme or a consonant pair. Examples: /tʃ/ (catch) and /dʒ/ (jury).



Approximant: Topic 78

An approximant, in phonetics, a sound that is produced by bringing one articulator in the vocal tract close to another without, however, causing audible friction. Approximants include semivowels, such as the y sound in “yes” or the w sound in “war.” /r/ and /l/ are also approximants.



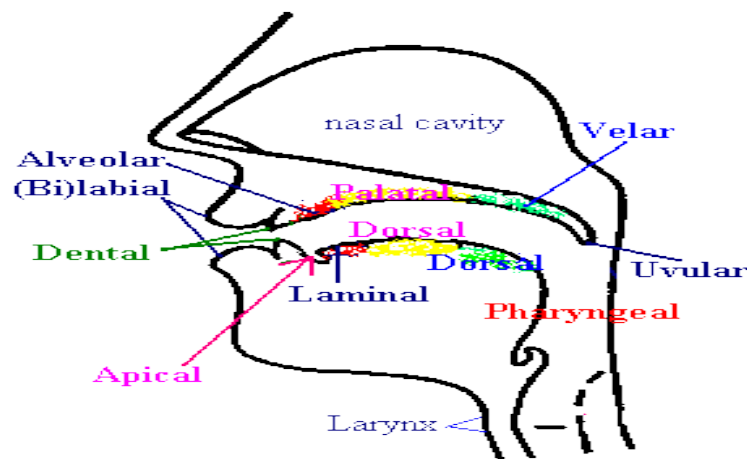
Lesson No. 16

Points of Articulation

Topic 79: What Does It Mean?

Sound is produced simply by expelling air from the lungs. However, to vary the sound quality in a way that can be useful for speaking, two speech organs normally need to come close to each other, so as to create an obstruction that shapes the air in a particular fashion.

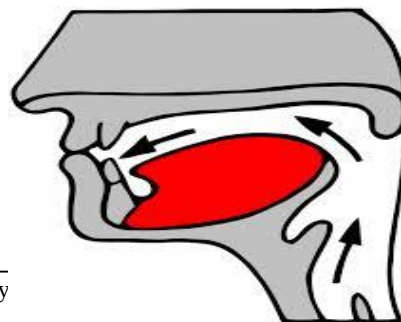
The point of maximum obstruction is known as the place of articulation, and the way in which the obstruction is formed and released is known as the manner of articulation.



It means different points of speech organs and the resultant air passage produce different type of sounds.

Topic80: Different Points

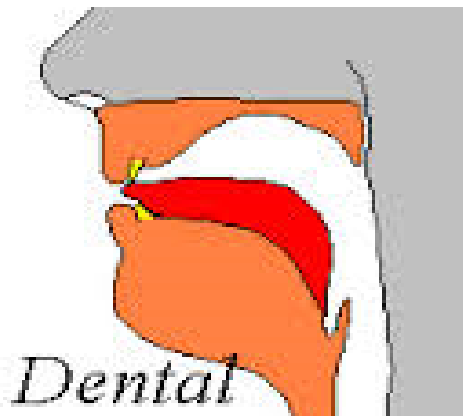
Bilabial: Both lips are almost closed, as in *p*, *b* or *m*.



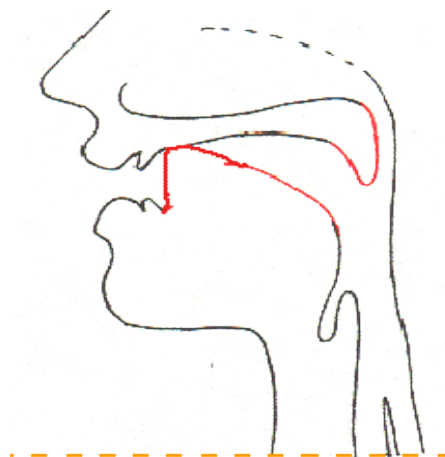
Labiodental: Lower lip contacts upper teeth, as in *f* or *v*.



Dental: Tongue tip (part just behind the tip) contacts upper teeth, as in the two *th* sounds (e.g. *thin* vs. *this*)

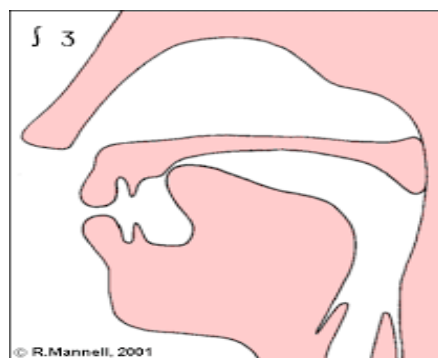


Alveolar: Tongue tip contacts the alveolar ridge (the gums just behind the teeth), as in *t*, *d*, *n*, or *l*; or tongue blade contacts the alveolar ridge, as in *s* or *z*.

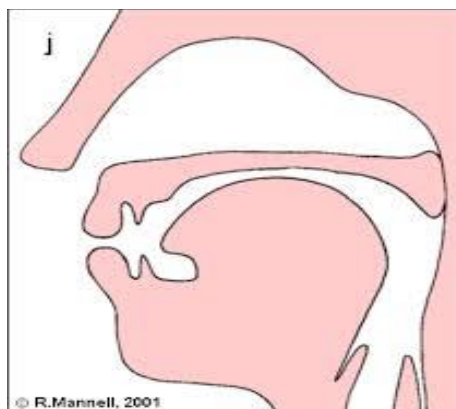


Alveolar
d, t, s, z, n

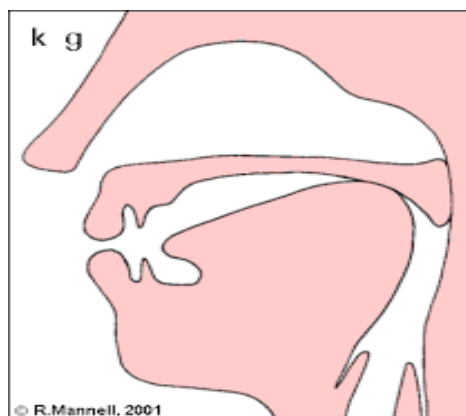
Post alveolar: Tongue blade contacts the [post alveolar](#) region behind the alveolar ridge, as in *sh*, *ch*, *zh*, or *j*; or tongue tip contacts the post alveolar region as in *s*.



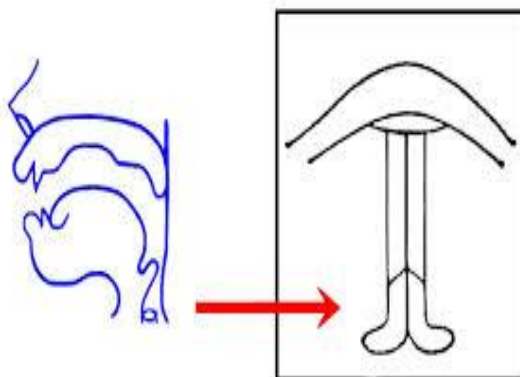
Palatal: Middle of tongue approaches or contacts the hard palate, as in *y*.



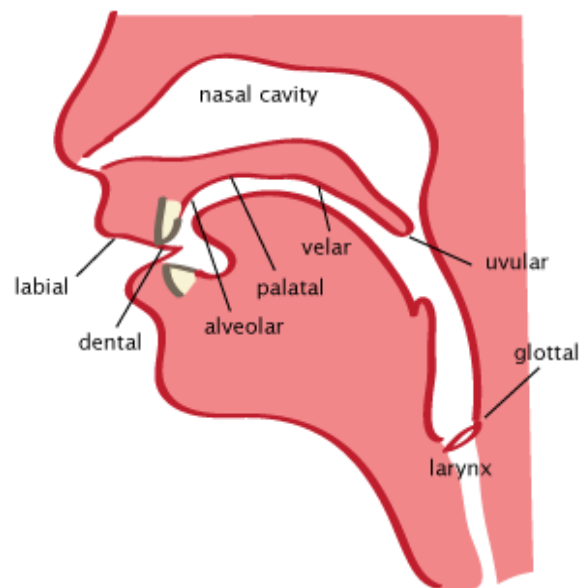
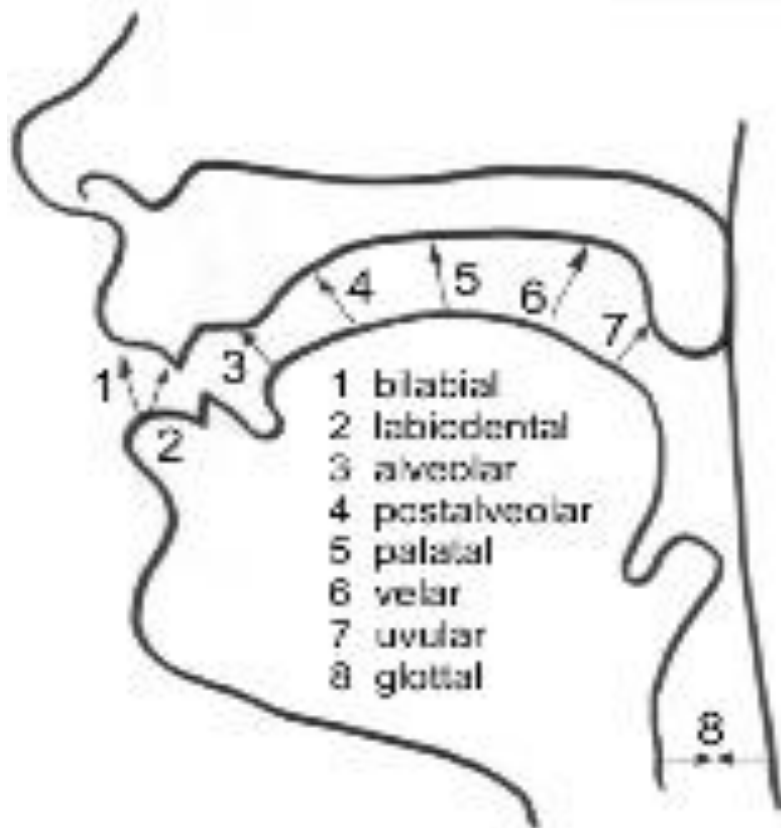
Velar: Back of tongue contacts the soft palate (or "velum"), as in *k*, *g*.



Glottal: No obstruction anywhere but in the [vocal cords](#) down in the throat, as in *h*.



At a Glance:



Different points because different types of obstructions and this way different sound are produced.

Module EDU 410: Teaching Literacy Skills

Topic: Teaching Consonant Sounds

Kindergarten:

When the child turns 4-5 years old. The child will go to kindergarten usually for 2 years that is when they are at age 5 and 6, before they proceed to primary school at age of almost 7.

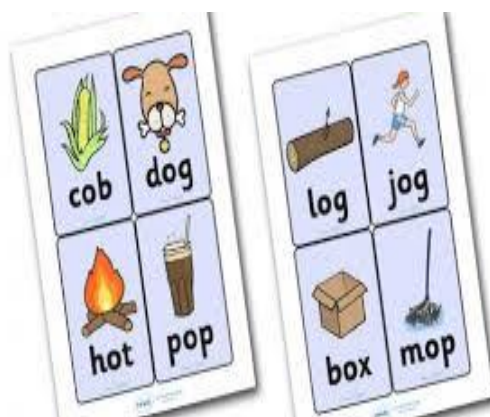
Introduction: Consonants produce sounds that are more consistent and easier to identify than vowels. Therefore, they make a good starting point for learning sounds.

Initially, work should be done on identifying beginning consonant sounds (ex: t-t-t tulip).

After that, activities can focus on identifying final consonant sounds (ex: cat ends with the t-t-t sound).

D		Q	
E		R	
F		S	
G		T	
H		U	
I		V	
J		W	
K		X	
L		Y	
M		Z	

Viewing the word in the context of a picture will help reinforce this skill.



Introduce only the hard sounds of *c*, /k/ (*cat*) and *g*, /g/ (*gum*) in kindergarten. The soft sounds of *c* (*cent*) and *g* (*gym*) should be introduced later in grade 1.

Presentation:

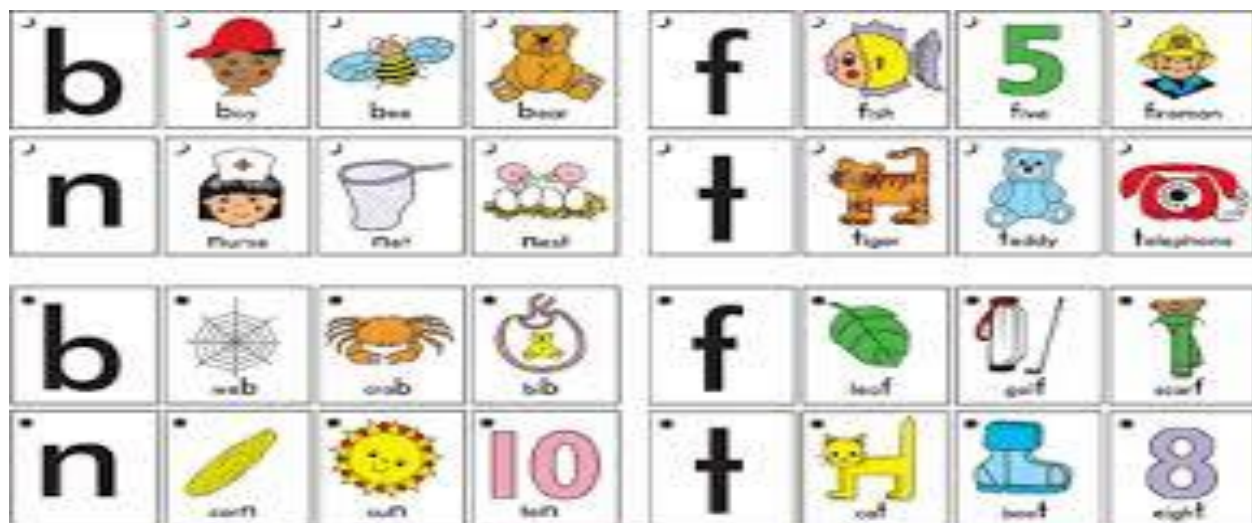
How we should present these consonant sounds to young learners? There are different approaches for this purpose. For instance:

Reliability: Some teachers like to deal with the letters based on their reliability (in other words, how many different sounds might that letter make... For example, although “c” is a common letter in the English language, it is not as **reliable** as the letter “v”).

Frequency: Another method some use is to introduce the most common sounds first (s, t and r). This allows the children to quickly begin forming words.

Points to Remember:

Identifying beginning consonant sounds



Distinguishing between two or more beginning consonants sounds.



Identifying ending consonant sounds.

Name _____

Phonics Worksheet
Ending Consonants Worksheet

Look at each of the pictures below and write the correct letter to complete each word.

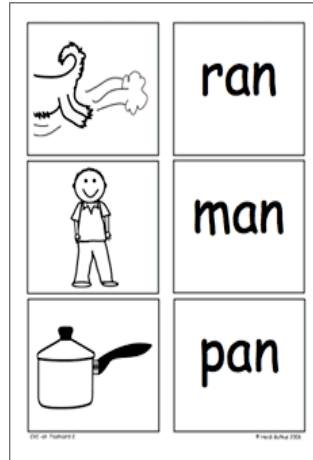
	
do _____	ja _____
	
ha _____	fo _____

Ending Consonants Worksheet | © Copyright KukuLearningResources.com | www.kukulearningresources.com

Choosing words that have a particular beginning or ending consonant.

act	insect
correct	collect
strict	inspect
protect	fact

And above all! Practice:



Some Activities: worksheet

Beginning or Ending of **d**

NAME: _____

 Say the name of each picture. Listen for the sound of the letter d. Do you hear it at the beginning or ending? Write the letter d in the correct circle.

	
☐ d ☐	☐ ☐
	
☐ ☐	☐ ☐
	
☐ ☐	☐ ☐

107

Ending Consonants **d**

NAME: _____

 Ending Consonants d, n
Say the name of the picture. Circle the word.

	
☐ g d ☐ n d	
	
d g s d	
	
f g g d	

108

Ending Consonants **b, m**

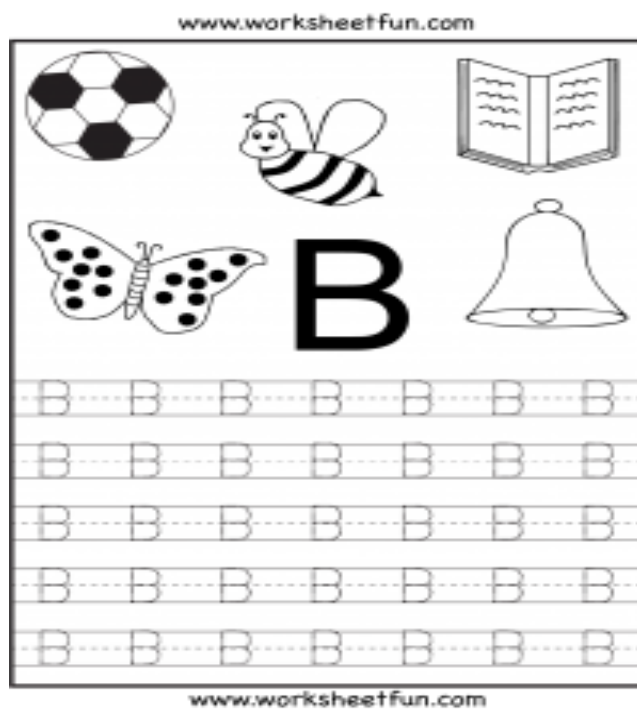
NAME: _____

 Ending Consonants b, m
Write the ending letter of each word. Say the word.

	
ham	tu
	
ja	su
	
dru	ca

109

Trace and print the letters:



Color the letter D



B	I	N	G	O
tap	hen	pot	pan	bus
map	lip	dot	fan	fin
sun	mop	Free Space	cub	bun
bed	pin	cup	pat	run
fun	nut	lid	fog	bat

Lecture # 18**Topic # 87 - Consonant Sounds at Higher Level**

Higher level means that the students are already familiar with the concept of consonant sounds. They have learnt these sounds in their early classes. For instance, the students at secondary or higher secondary stage. The students at your stage are also considered as higher level students.

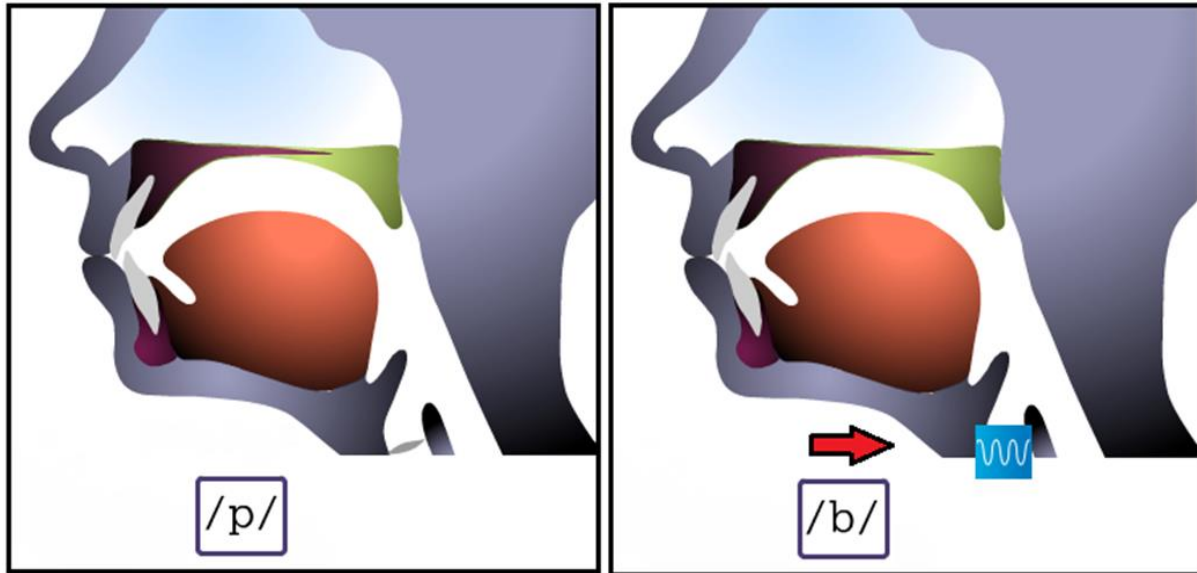


Teaching consonant sounds at higher level requires the clarification of the concepts like 'voiced', articulation etc. We are going to talk about them one by one.

Topic # 88 - Voiced & Voiceless

There are certain consonant sounds which are articulated from the same point. The difference between such two sounds are of voicing.

Voicing can refer to the articulatory process in which the vocal cords vibrate.



- See how the **lips** are pressed **together**
- Watch that the vocal cords **vibrate** for **/b/**

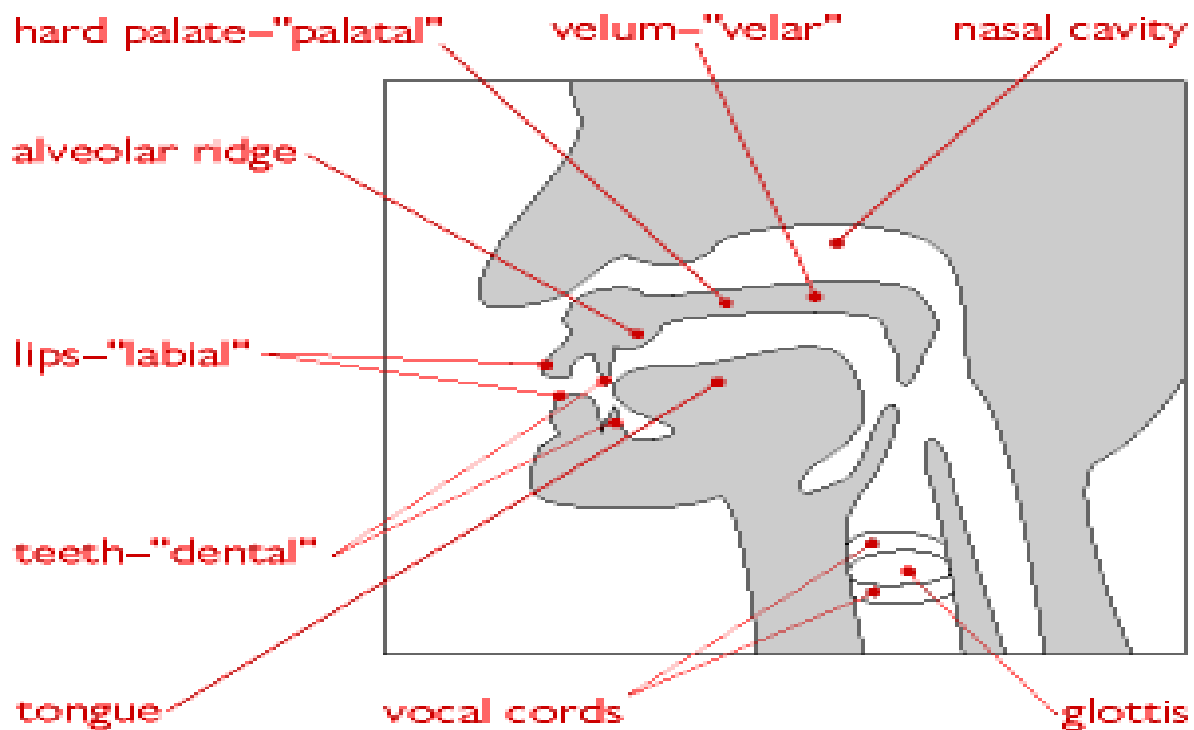
Put your hand on your throat and pronounce the sounds produced by f, s, p, and t. You shouldn't feel any vibration happening in your throat. Now try the same exercise, but pronounce the sounds produced by the letters v, z, b, and d. Did you feel the difference? You should feel vibration in your throat. The reason is that the first group of sounds are "voiceless" and the second group of sounds are "voiced".

Unvoiced (no vibration)		Voiced (vibration)	
[f]	f at	[v]	v at
[k]	c ome	[g]	g um
[p]	p it	[b]	b it
[s]	s ip	[z]	z ip
[t]	t on	[d]	d one
[tʃ]	ch in	[dʒ]	g in
[θ]	th ick	[ð]	th is
[ʃ]	pre ss ure	[ʒ]	plea s ure

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Tell your students to make this experiment on their own. They are already familiar with the sounds, but these concepts are to be taught to them.

Topic # 89 - Place of Articulation



Presentation

- *Explain each of these places of articulation in detail.*
- *List the English consonant sounds that occur at each place of articulation, along with their IPA symbols.*
- *Provide audio examples for you to hear and contextualize these sounds.*
- *Practice*

Topic # 90 - Manner of Articulation

Stop or Plosive, Affricate, Fricative, Nasal, Lateral, Approximant. Clarify the concept and tell them to make experiment on their own.



Give them the reason for different types of sounds produced due to different manners. For instance /m/, /n/ and /ŋ/.

Topic # 91 - Symbols and Chart

Consonants			
p	<u>p</u> ip	ʒ	mea <u>s</u> ure
b	<u>b</u> ib	h	<u>h</u> en
t	<u>t</u> en	tʃ	<u>ch</u> urch
d	<u>d</u> en	dʒ	jud <u>g</u> e
k	<u>c</u> at	m	<u>m</u> an
g	<u>g</u> et	n	<u>n</u> ow
f	<u>f</u> ish	ŋ	si <u>ng</u>
θ	<u>th</u> igh	l	<u>l</u> et
ð	<u>th</u> is	r	<u>r</u> ide
s	<u>s</u> et	w	<u>w</u> et
z	<u>z</u> oo	j	y <u>e</u> t
ʃ	<u>sh</u> ip		

Make the familiar with symbols related to consonant sounds. They should be able to pick these symbols and read them in dictionaries.

Table of English Consonants, DJPD16 p.x								
	bilabial	labio -dental	dental	alveolar	post -alveolar	palatal	velar	glottal
plosive	p b			t d			k g	
affricate					tʃ dʒ			
fricative		f v	θ ð	s z	ʃ ʒ		(x)	h
nasal	m			n			ŋ	
lateral approximant				l				
approximant	w				r	j		

Give them the understanding about the consonant chart showing the place and manner of articulation side by side. It will help them to differentiate between two different types of sounds.

And above all audio-video aids for sounds and practice for these sounds.

Lesson No. 19

Topic no 92

Vowel Sounds

There are 21 consonants and 5 vowels in English. But as we know there are more than 21 consonant sounds in English, similarly vowel sounds are also more than 5. There are five vowels in English a, e, I, o, u the number of vowel sounds is subject to greater variation; there are 20 vowel phonemes in British English, 14-16 in general American and 20-21 in Australian English. This variation in vowel phonemes is due to difference of accent.

Five vowels make 19-21 sound sometimes in single place and sometimes there sounds get double sometimes there are . and symbols to create different sounds, here is one important thing that these are sounds not letters they can be seen in the picture below:

Vowel and Sounds														
Monophthongs								Diphthongs						
1	i:	2	I	3	e	4	æ	13	eɪ	14	ɔɪ	15	aɪ	
5	ə	6	ɜ:	7	ʌ	8	ɑ:	16	əʊ	17	aʊ			
9	u:	10	ʊ	11	ɔ:	12	ɒ	18	ɪə	19	eə			

Single sounds and different combinations of sounds give us a variety of vowel sounds. Just like consonants number of sounds in vowels also increases.

Topic no 93

Vowel Sounds Pronunciation

While producing vowel sounds your breath flows freely through the mouth, it means there is no obstruction while producing these sounds.

In consonants air passage is blocked at point of articulation with different manner of articulation but in vowel sounds there is no blockage at all and there is continuous flow of air and there is continuous shaping of sounds.

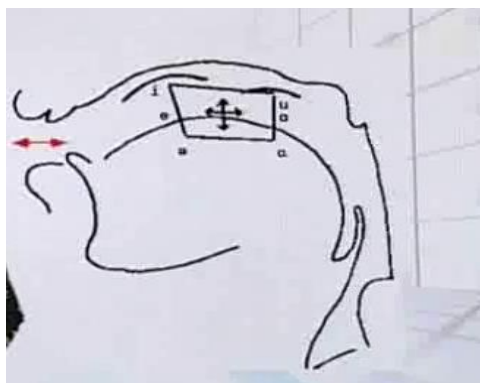
Vowels don't involve air blockage, but instead require a more continual sound flow and sound shaping. Phoneticians describe vowel production in terms of HAR:

H: Height (whether the tongue is high, mid or low in the mouth)

A: Advancement (how front or back the tongue)

R: Rounding (whether the lips are round, for sounds like "oo" or "boot").

In the following picture air passage and rounding while vowel sounds is shown.



Topic 94**Types of English vowel sounds**

There are mainly three types of vowel sounds:

- 1) Monophthongs
- 2) Diphthongs
- 3) Triphthongs

Monophthongs: A vowel that has a single perceived auditory quality is called monophthong. A monophthong (Greek Monophthongs from monos “single” and phthongs “sound”) is a pure vowel sound, one whose articulation at both beginning and end is relatively fixed, and which does not glide up or down towards a new position of articulation. There is no alteration in position of tongue.

¹ i:	² I	³ e	⁴ æ
⁵ ɑ:	⁶ ɒ	⁷ ɔ:	⁸ ʊ
⁹ u:	¹⁰ ʌ	¹¹ ɜ:	¹² ə

Diphthongs: diphthongs are combination of two vowel sounds i.e. /ai /.

ɪə	eɪ	ɔɪ
ʊə	ɔɪ	əʊ
eə	aɪ	aʊ

Triphthongs: Triphthongs are combination of three vowel sounds.



These three types of vowel sounds give us variety of sounds and this way number is also increased.

Topic No 95

Vowel Triangle

A triangular or a figure on which vowels are shown according to the position of the part of the tongue that is highest in their articulation. It shows the position of the tongue and jaw according to the vowel sound(s) required when speaking.

We can summarize this account of the vowel system by considering the relative position of each vowel in a graphic that abstractly represents its phonetic properties.

This triangular helps us in teaching and explaining different positions of vowel sounds.

Topic No 96

Short Vowels

A mono- phthong is a pure vowel sound, one whose articulation at both beginning and end is relatively fixed, A vowel that has a single perceived auditory quality and which does not glide up or down towards a new position of articulation. A short vowel is also a mono-phthong.

A short vowel sound in any word is that does not allow the vowel within it to generate that vowel's long sound and which does not glide up or down towards a new position of articulation.

Topic No 97

List of short Vowels

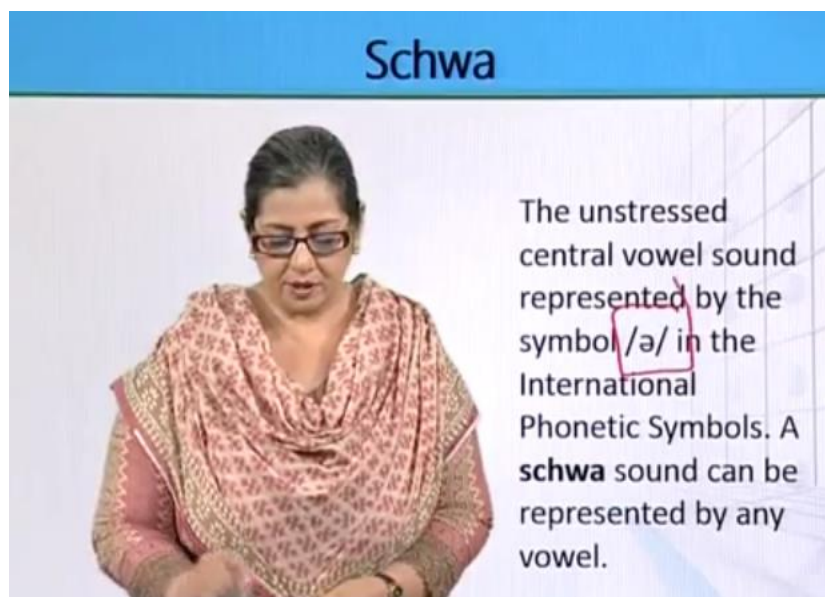
Please see the video lecture to understand this topic.

Topic No 98

Vowel Sounds

Schwa

The most frequently vowel in English is schwa and it is always associated with weak syllables. In quantity it is mid (half way between close and open) and central (half way between front and back). Most specialists describe the schwa sound as lax, not articulated with much energy.



For example, the schwa sound is found in the following words:

The a is schwa in adopt.

The e is schwa in synthesis.

The I is schwa in decimal.

The o is schwa in harmony.

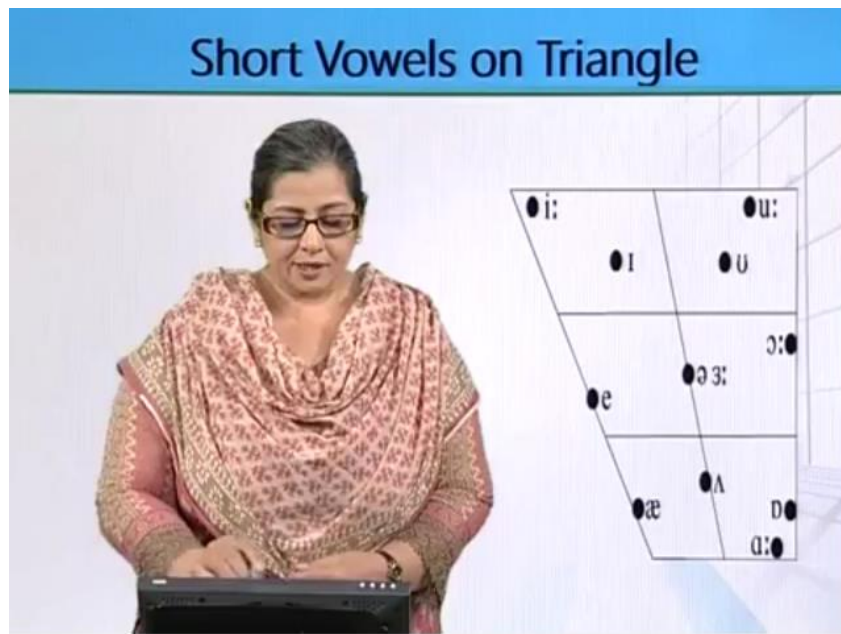
The u is schwa in medium.

Topic No 99

Short Vowels

Short Vowels on Triangle

This triangle helps to understand the position of a vowel sound in our oral cavity.



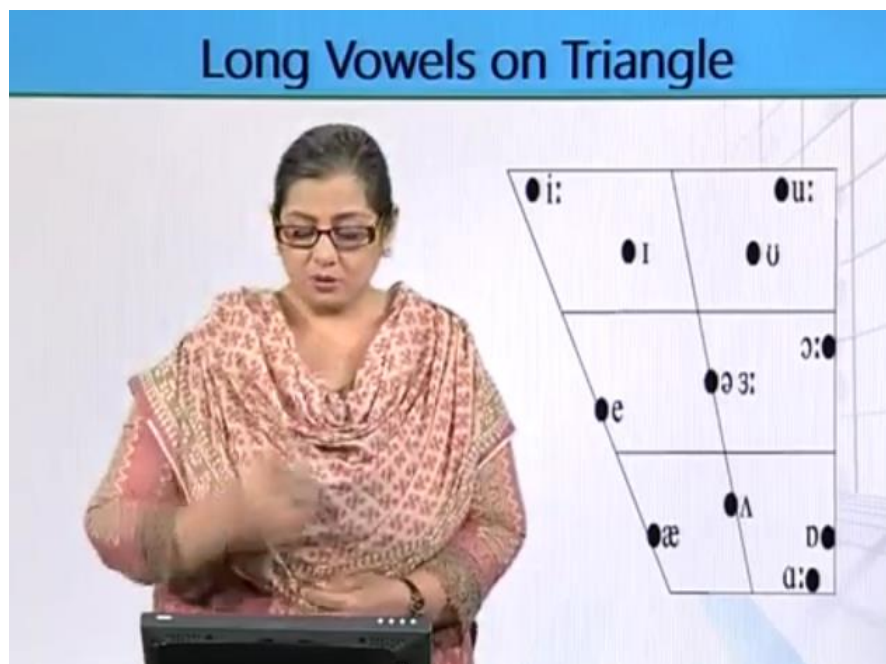
Topic No 100

Long vowels

Symbol of long vowel is /a:/, in short vowels there are two dots as part of symbol. Sound in short vowels is not stretched but in long vowel sound is stretched. Long vowel is also a monophthong. A long vowel sound in any word that generates that vowel's long sound and which does not glide up or down towards a new position of articulation. You can use it to understand the basic usage for the long vowel sound. These long vowel sounds are often used in larger words as well (installation) or even in two lettered words, like [car](#), /ka:/.

Topic 101: Long Vowels

Long Vowels on Triangle

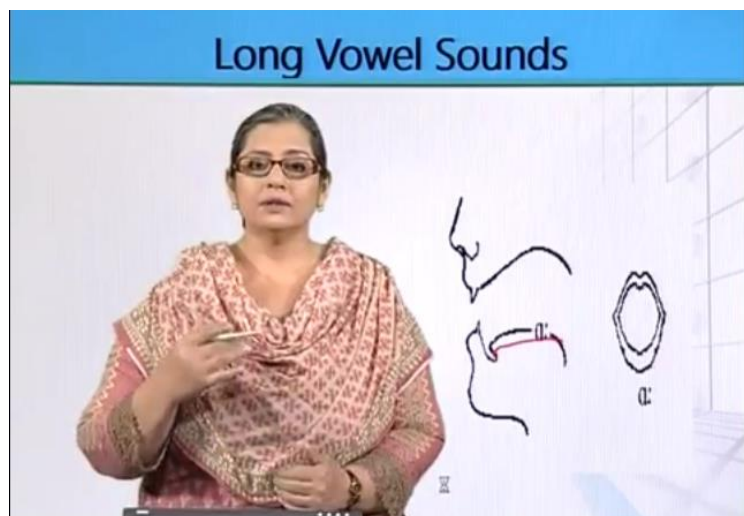


Topic No 102

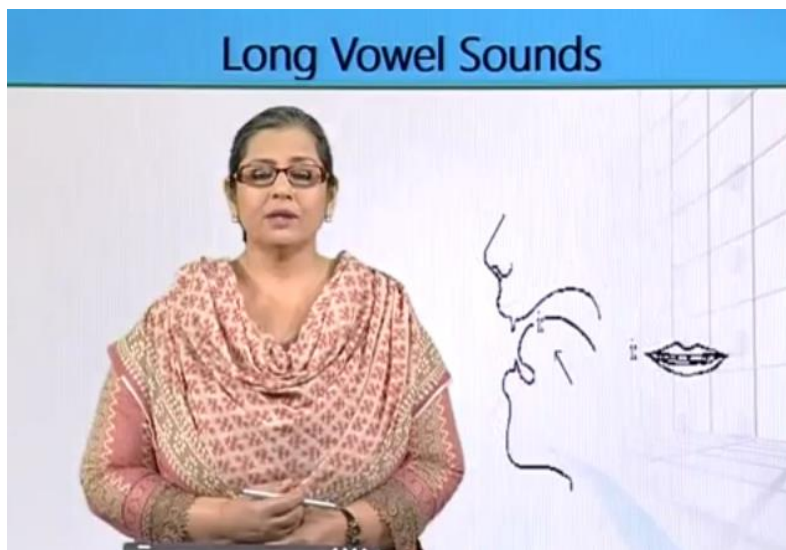
Long Vowels

Long Vowel Sounds

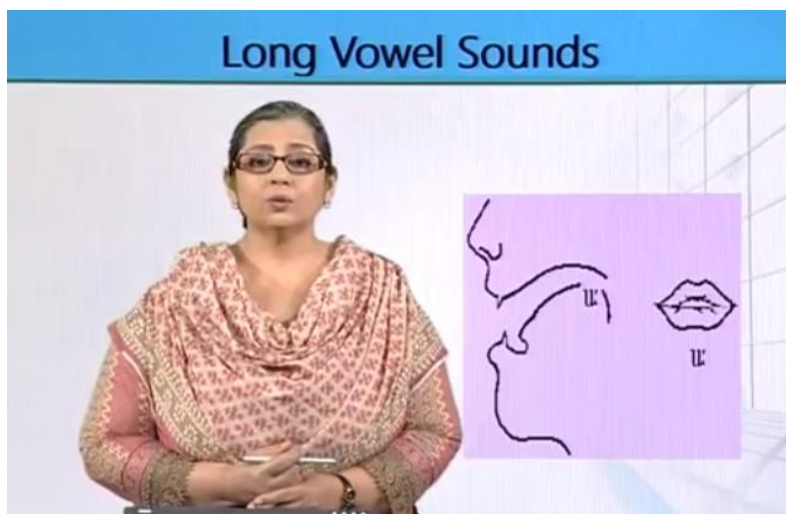
Look at the figures and note the difference in the position of oral cavity while producing these long vowels:



The next picture depicts how to produce sound e':



The next picture depicts how to produce the sound o'

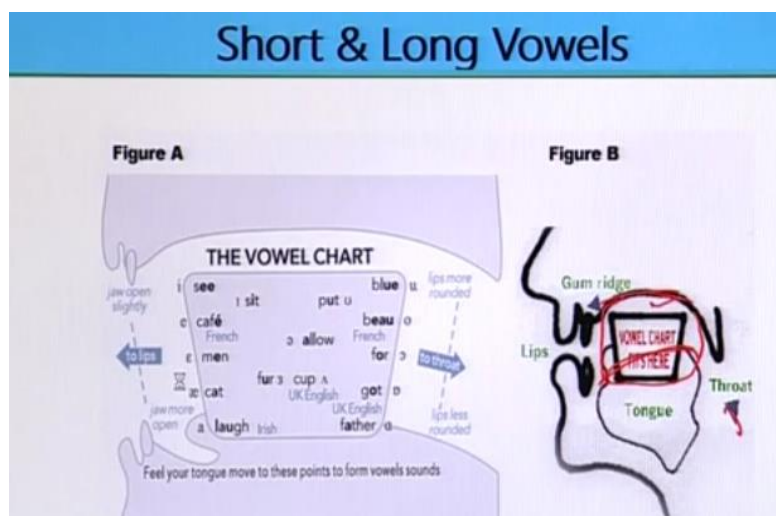


For more clarity on this topic, please see the video lecture.

Topic No 103

Short and Long Vowels

Short & Long Vowels			
[ɪ] heed	i	(u) shoe	
[ɪ] hid	I	U put	
[eɪ] bay	e	(O) boat [ou]	
	ago ə		
bed ɛ	bird ɜ	Λ (ɔ) cup saw	
had æ			
[aɪ] buy	a	ɑ (ɒ) hard pot	
English (RP)			



In this topic we have revised the long and short vowel sounds.

Topic no 104

Diphthongs

What Is a Diphthong?

/aɪ/

A sound formed by the combination of two vowels in a single word, in which the sound begins as one vowel and moves towards another (as in *coin*, *loud*, *side*).

It means :There are two vowel sound. There is a different beginning and different end. The position of tongue changes because it glides from one position to another position.

Vowels and diphthongs

i:	see	/si:/	ʌ	cup	/kʌp/
ɪ	happy	/'hæpi/	ɜ:	bird	/bɜ:d/
ɪ	sit	/sɪt/	ə	about	/ə'baʊt/
e	ten	/ten/	eɪ	say	/seɪ/
æ	cat	/kæt/	əʊ	go	/gəʊ/
ɑ:	father	/'fɑ:ðə(r)/	aɪ	five	/faɪv/
ɒ	got	/gɒt/	aʊ	now	/naʊ/
ɔ:	saw	/sɔ:/	ɔɪ	boy	/bɔɪ/
ʊ	put	/pʊt/	ɪə	near	/niə(r)/
u	actual	/'æktʃuəl/	eə	hair	/heə(r)/
u:	too	/tu:/	ʊə	pure	/pjʊə(r)/

To understand different diphthongs, these are divided into three groups depending on the ending sound.

Topic no 105

1st Group: Ending on Schwa

There are three diphthongs ending on Schwa sound.

Examples:

/iə/ as in here

/eə/ as in hair

/ʊə/ as in tour

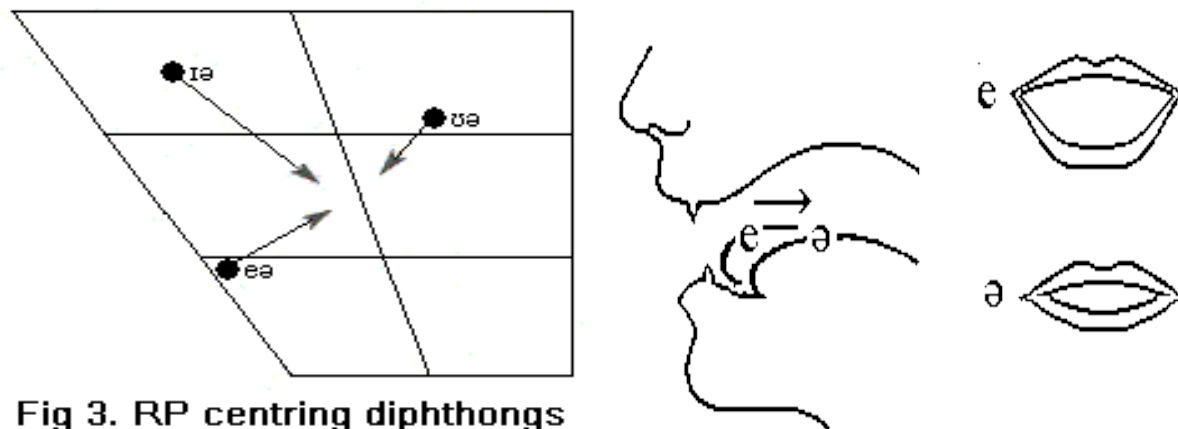


Fig 3. RP centring diphthongs

Topic no 106

2nd Group: Ending on /I/Sound

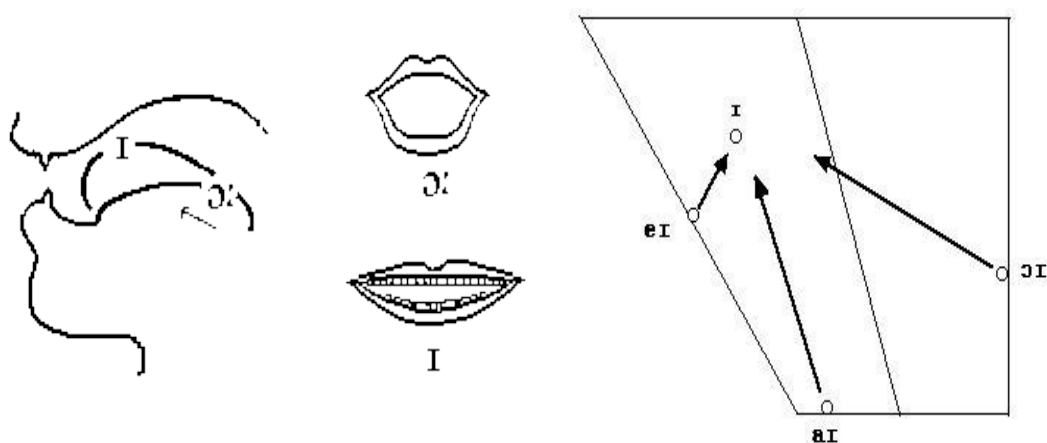
There are three diphthongs ending on /I/ sound.

Examples:

/eɪ/ as in take

/ɔɪ/ as in toy

/aɪ/ as in tie



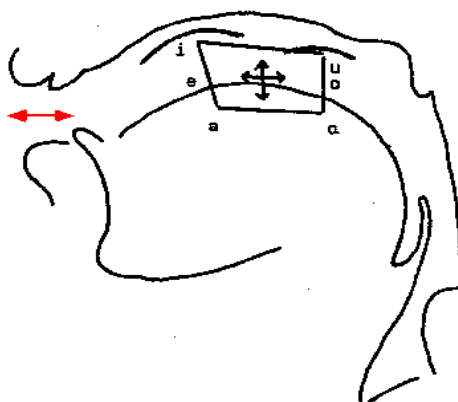
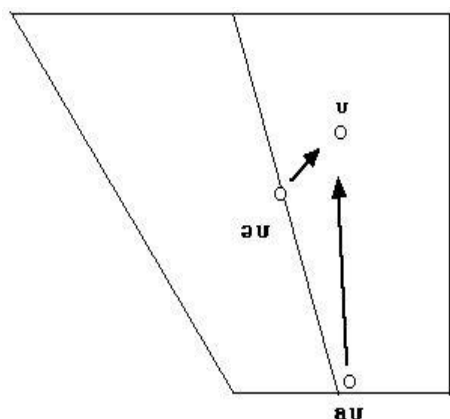
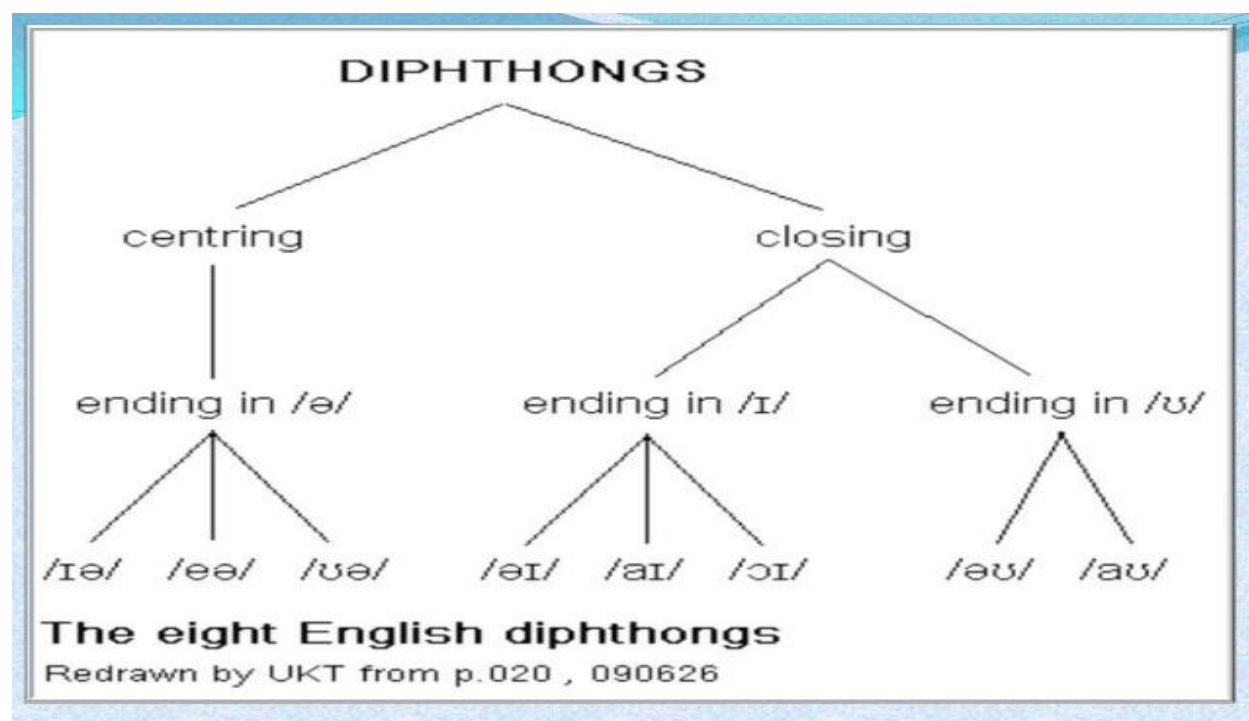
Topic no 107**3rd Group: Ending on /ʊ/ Sound**

There are three diphthongs ending on /ʊ/ sound.

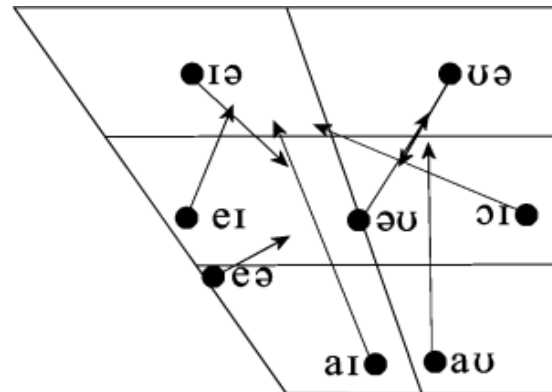
Examples:

/əʊ/ as in show

/aʊ/ as in mouth

**Topic no 108****All in One Glance**

Iə here	eɪ wait	
ʊə tourist	ɔɪ boy	əʊ show
eə hair	aɪ my	aʊ cow



Topic no 109

Triphthongs

What Is a Triphthong?



A vowel sound in which the tongue changes position to produce the sound of three vowels one after another.

It means : There are three vowel sounds. There is a different beginning and different end. The position of tongue changes because it glides from one position to different positions.

Sometimes, triphthong is defined as a diphthong + ə.

Examples

TRIPHTHONGS	
əʊə	(lower, widower)
aɪə	(fire, tired, flyer)
eɪə	(player, mayor)
ɔɪə	(loyal, royal)
aʊə	(hour/our, power, tower)

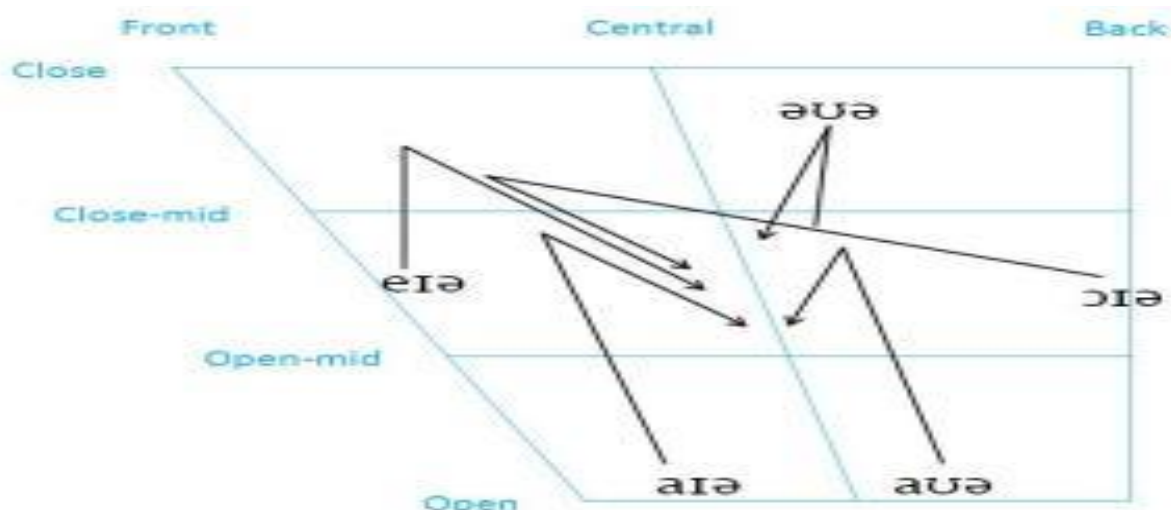
Lower /ləʊə/

Fire /faɪə/

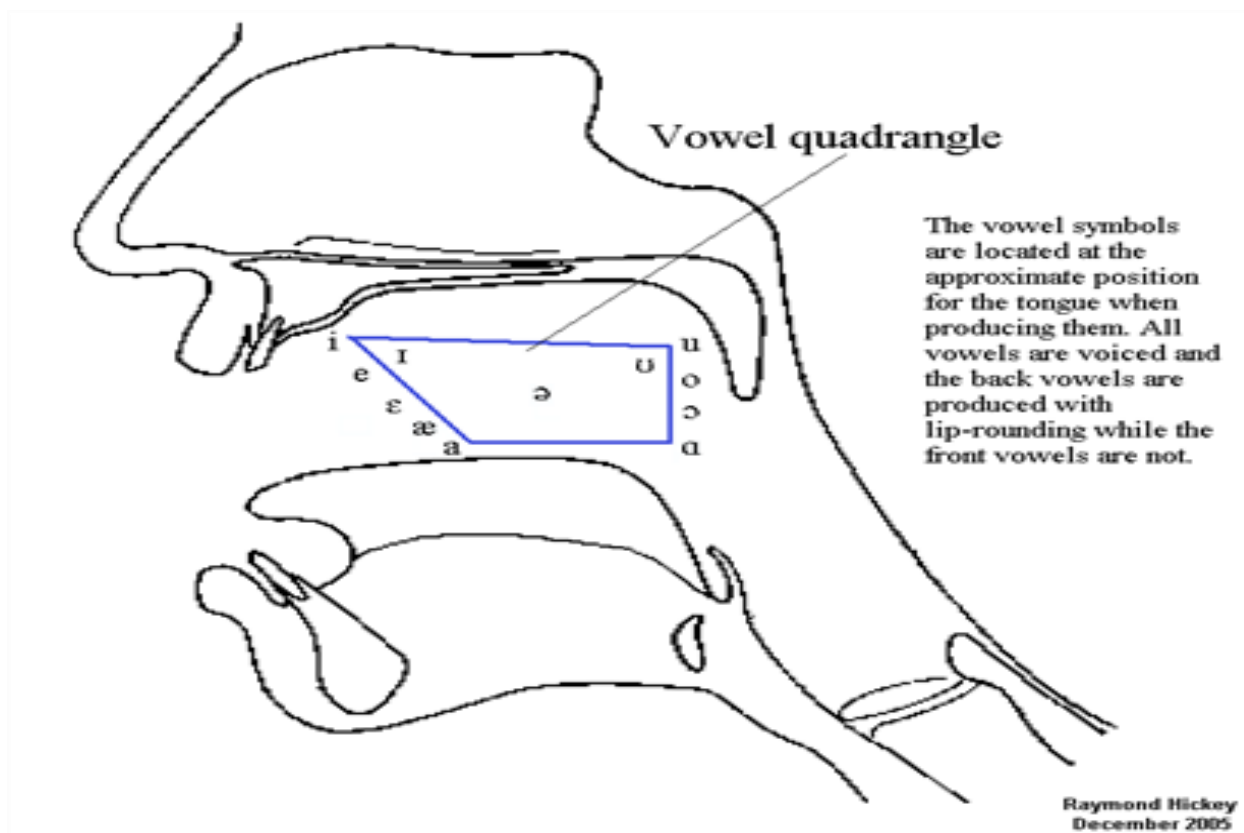
Player /pleɪə/

Loyal /ləʊəl/

Tower /taʊə/

Topic no 110**Triphthongs on Triangle**

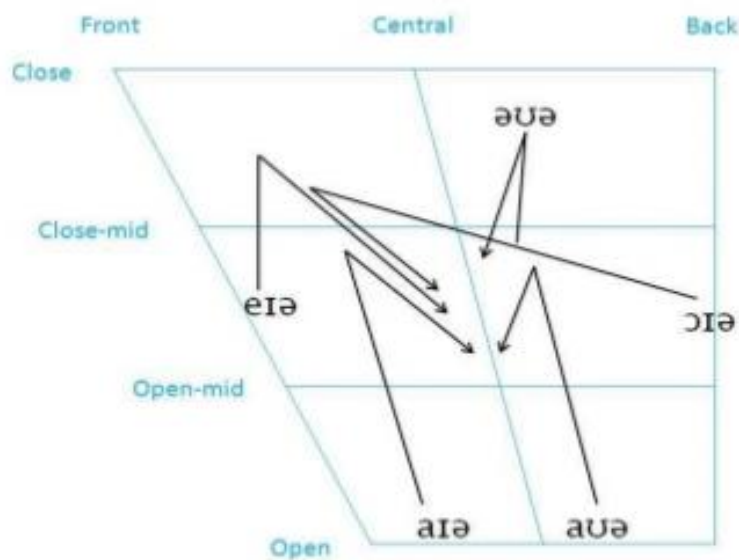
You can perceive three sounds have been combined and tongue glides from one to another.

Topic no 111**Difficulty with Triphthongs**

Topic no 112**Triphthongs in one glance**

TRIPHTHONGS

- A triphthong is a glide from one vowel to another and then to a third, all produced rapidly without interruption.
- There are five triphthongs in English. They are composed of the five closing diphthongs with /ə/ added at the end.



Three vowel sounds are produced from a limited space and there is a quick gliding of the tongue. So difficult to perceive and distinguish.

Topic no 113

5 Steps in Learning Phonics

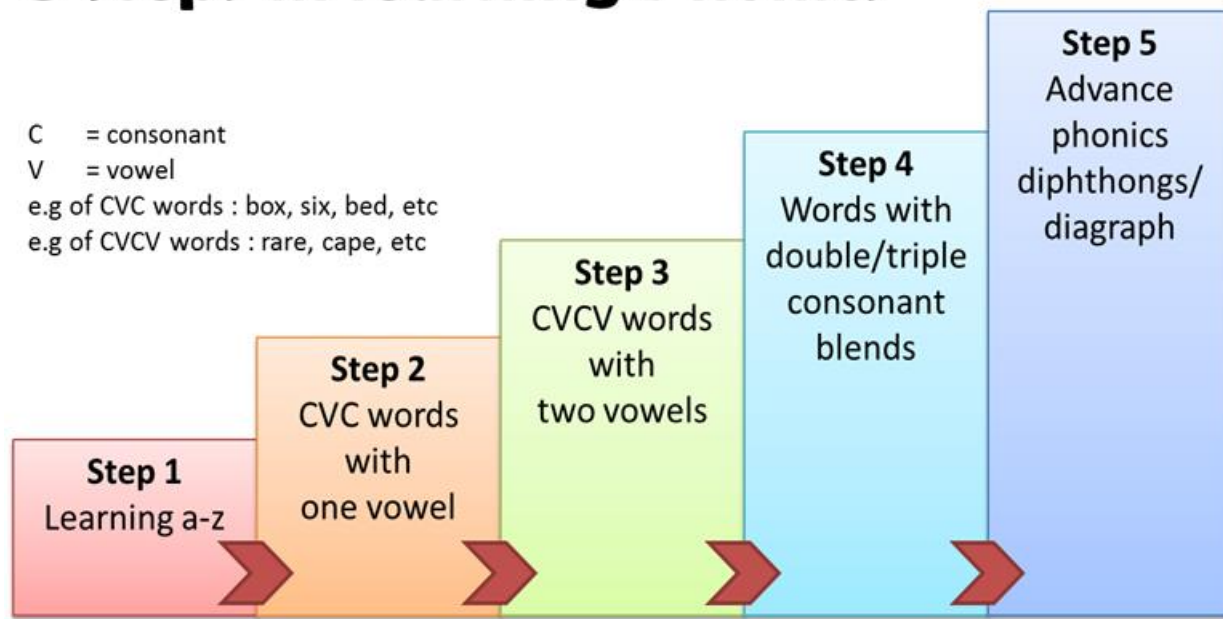
5 Steps in learning Phonics

C = consonant

V = vowel

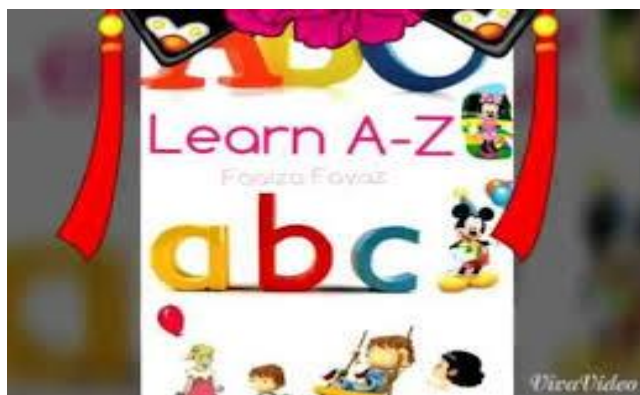
e.g of CVC words : box, six, bed, etc

e.g of CVCV words : rare, cape, etc



Topic no 114

Step-1- Learning a-z.



Step-1- Learning a-z.

First of all, we need to learn each alphabet without differentiating between consonants and vowels.

Step-2 CVC words with one vowel.

cat	hat	pat
sat	fat	mat
rat	pet	bet
jet	met	net
let	vet	wet
get	lip	hip
pip	sip	tip
rip	dip	pot

Step-3 CVCV words with two vowels.

cake	
bake	
game	
gate	
lake	
cave	
rake	
tape	

Topic no 115

Step-4 words with double/triple consonant blends.

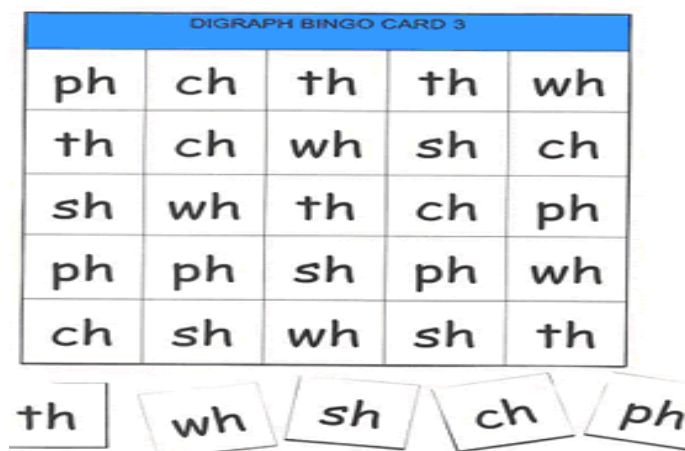
Consonant blends (also called **consonant** clusters) are groups of two or three **consonants** in words that makes a distinct **consonant** sound, such as "bl" or "spl."

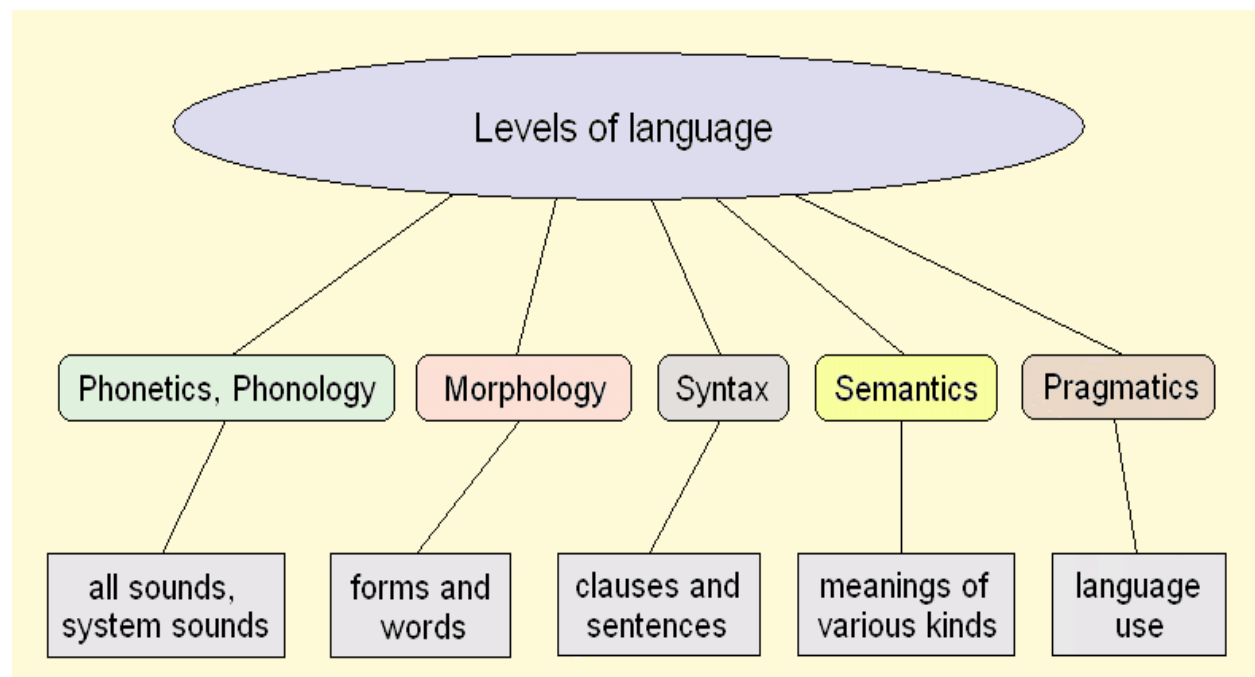


Topic no 116

Advance phonics: diphthongs and digraphs.

A *digraph* is the combination of two successive letters that represent a single sound like 'ph' or 'th'.



Topic no 117**Teaching Vocabulary**

Vocabulary: Words used in a particular language.

Even at certain places , it has been defined as the total number of words in a language (Collin's Dictionary, 1989:1629)

Vocabulary Knowledge

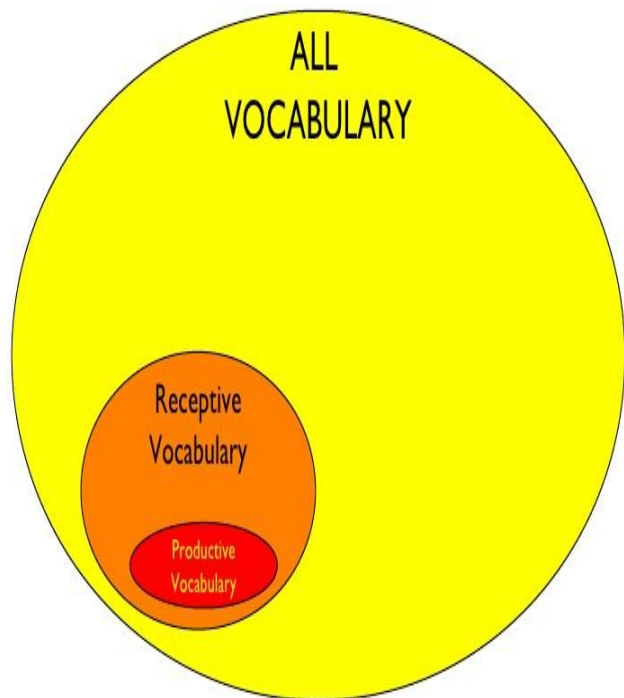
Two primary dimensions:

- ✚ **Receptive vocabulary** refers to a learner's ability to recognize a word and retrieve its meaning while listening or reading.
- ✚ **Productive vocabulary** refers to a learner's ability to use a word to send a message or express his/her thought appropriately through speaking or writing (Nation, 2006: 24).

Vocabulary Knowledge



www.cityandguilds.org



A single distinct meaningful element of speech or writing, used with others (or sometimes alone) to form a sentence and typically shown with a space on either side when written or printed.

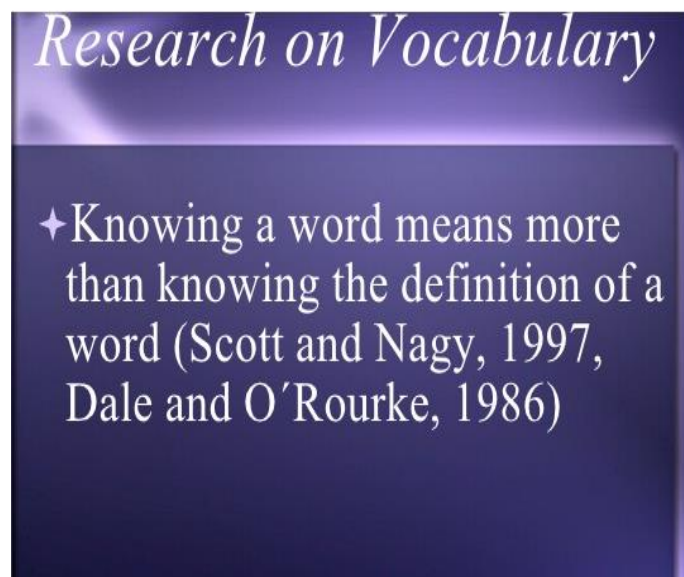
Two dimensions:

1. Content words. In language, **content words** are **words** such as nouns, most verbs, adjectives, and adverbs that refer to some object, action, or characteristic.
2. Function words which function primarily to express the grammatical relationships between other **words** in a sentence.

Function words include [determiners](#) (for example, *the, that*), [conjunctions](#) (*and, but*), [prepositions](#) (*in, of*), [pronouns](#) (*she, they*), [auxiliary verbs](#) (*be, have*), [modals](#) (*may, could*), and [quantifiers](#) (*some, both*).

Topic no 118

To Know a Word



Knowing a word means:

- Having the ability to recognise it in its spoken and written forms.
- Knowing its different meanings.
- Knowing its part of speech [eg. a noun, a verb]
- Being able to pronounce it properly· Being able to use it correctly within a sentence in an appropriate grammatical form
- For technical words, recognizing it in

context

- Being able to recognise different types of English e.g boot/trunk, lift/elevator

A teacher needs to cover all of these aspects while teaching vocabulary .

Topic no 119

What Makes a Word Difficult?

- Pronunciation



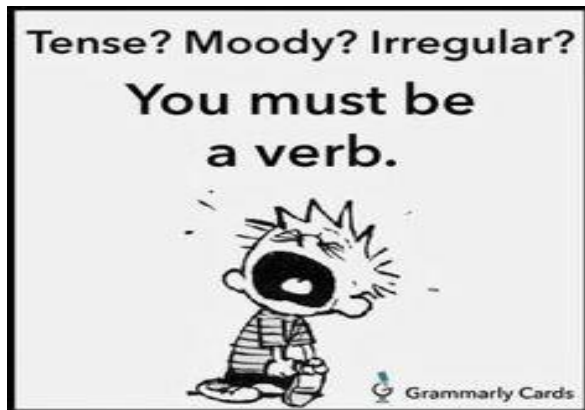
Spelling



Length and complexity

"Never Use
a Long Word
Where a
Short One
Will Do."

- **Grammar**



- **Meaning**



A teacher needs to keep all of these difficulties in view while teaching vocabulary .

Topic no 120

Stages in Teaching Vocabulary

What Do We Mean by ‘Stages’?

To effectively acquire new vocabulary, students must go through four essential stages:

first, they notice a new word with help;

secondly, they recognize the word at first with help, then on their own;

and lastly, they are able to both recognize and produce the word.

It means they gradually move from passive vocabulary to active/productive vocabulary. They attain this knowledge step by step which is explained through different stages

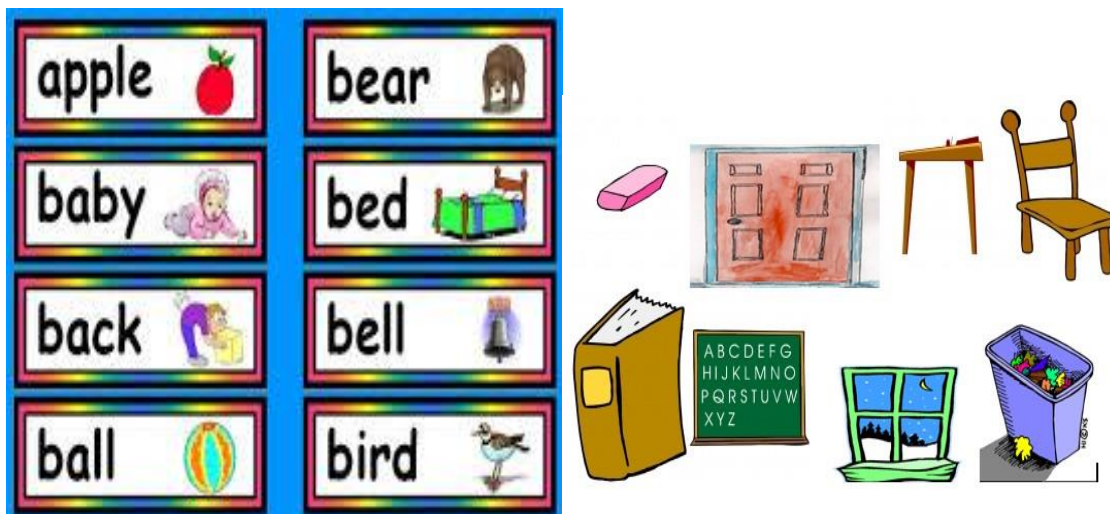


Topic no 121

1st Stage:

Understanding New Words

1. **Introducing nouns, things, objects, animals, etc.** Visual elements work best with concrete nouns, but try to go beyond [flashcards and illustrations](#). Try to use [real objects](#) whenever possible, or even sounds, smells, and tastes.



2. Introducing adjectives

Opposites, like “big” and “small”, “long” and “short”, are usually illustrated with pictures, but here’s another case where realia (real life objects) will help you [teach new adjectives](#); the use of real life objects is wonderful for words like “soft” and “rough”.



3. Introducing abstracts

There are things you simply cannot teach with a flashcard. What works best in these cases are synonyms, definitions, substitutions. For instance, teaching the difference between “early” and “late”,

Topic no 122

2nd Stage: Recognising New Words



Bingo

Bingo is one of the most versatile games employed by teachers. For younger learners, make bingo cards with illustrations, and call out each word. For those who can read, do the opposite, make the cards with words.

Matching

Another type of exercise with countless possibilities. Students may be required to match opposites, synonyms, or a word with its definition, as well as a picture to a word.

3. Matching

 Find pairs of similar things

book -

soap -

plane -

Fill in the blanks (with options)



T	O	A	D
	O		D
R		A	
R			R
		A	R
F		A	
		A	T
F	L	A	G

Hand out a piece of written text (anything from a description, [song](#), letter, to even a short story) with blank spaces that must be filled in from a list of words. You can adapt this to longer texts, and also have longer word lists.

Topic no 123**3rd Stage: Producing Vocabulary****Descriptions**

From a newspaper photo of a recent event to a personal account of a recent trip, there are countless things students can describe while putting new vocabulary to good use.

**Fill in the blanks (no options)**

Supply students with a piece of written text with blank spaces that have to be filled in with any word that fits. You may give them indications for each space, like “noun”, “adjective” or “adverb”, if they’re advanced students.

Mind maps or brainstorming

Tell students they need to think of words they can use to describe the weather. Write “weather” at the center of a blackboard or [whiteboard](#) and circle it.



Write every word supplied by students as “rays” that shoot out this circle. They should reply with previously taught words, like “chilly”, “scorching”, or “mild”.

Guess what I'm thinking

Students take turns describing something, like a place: "I'm thinking of a place that is so huge it takes visitors hours to see all of it.

It is a breath taking building, very old, but with a modern glass pyramid in the front."

**Topic no 124****Idioms and Collocations****What are Idioms and Collocation?**

Idiom: a group of words established by usage as having a meaning not deducible from those of the individual words (e.g. *hang one's head*; *see the light*).



Collocation: a word or phrase that is often used with another word or phrase, in a way that sounds correct to people who use it (day and night, come to the point)

It's raining cats and dogs

= It is raining heavily

= There is a heavy downpour



Idioms and collocations are a part of vocabulary. These are taught at advanced stages and not at the level of beginners because it is essential that learners must know the words separately which are now being used together (as idioms or collocations).

Topic no 125

Difficulty: Idioms and Collocation

Learner Use of Formulaic Language

- But learners often do not use the collocations they know appropriately
- Inappropriate collocations is a leading problem in learner language
- Learners often use words with their correct meanings, but do not understand the correct context of use (collocation, register, frequency)

Idioms and collocations might be quite challenging for most of the learners :

- **Combination of correct words**
- **No proper translation**
- **Tricky use of words**
- **No grammatical rules**
- **Difficult to use**
- **First language interference**



Topic no 126

1stStage: Introduction

We know that there are three stages involved in learning vocabulary:

- Introduction
- Recognition
- Production

Lewis (2000) claims that “*make* and *do*” collocations provide a useful starting point for introducing the idea of collocations to learners.

Make or Do? (by CET)

Make <i>something that didn't exist before.</i>	Do an activity, or action
make the bed	do housework
make a cake	do the ironing
make the dinner	do homework
make a cup of tea / coffee	do the washing-up
make a mess	do the shopping
make a wish	do the cleaning
- important expressions:	- important expressions:
make plans	do well
make a decision	do badly
make a mistake	do somebody a favour
make noise	do your hair
make money (to earn money)	do your make-up
make an excuse	do business
make an effort	do your best
make your mind up	do a course
make a wish	do exercises

CET

But there is no reason why it should be '*make a decision*' rather than '*do a decision*'. We need to make them aware that this is simply the way we say things in English.

Give students a text, and ask them to chunk it, so they can pick collocations or idioms (they must be familiar with the words that co-occur).

Collocation challenge: Binomial pairs



far and wide

part and parcel

high and dry

wear and tear

all or nothing

now or never

long and short

hustle and bustle

tooth and nail

beck and call



Teach them the meaning and use of the collocations or idioms they have picked from the text.



Topic no 127**2nd Stage: Practice**

To practice or to recognize refer to the same stage. Practice has a crucial role in learning. However, it is more crucial for collocations/idioms as there is no rule for students to refer to.

The only way to help learners to remember collocations/idioms is to expose them to collocations through practice and revision activities.



Any kind of *filling in the blanks*, *matching*, *error correction* and *odd word out* type of activities can be used to practise collocations/idiom at all levels. For example, error correction activity would be useful both for writing and exam practice.

English Idioms 1 (Transport)

- Press Start - 100% 0:00.0 Start

- On your  !
- In the same 
- Like the back end of a 
- To get on the gravy 
-  someone off
- Shape up or  out
- Off the back of a 

COLLOCATION WITH COMMON VERBS

HAVE	TAKE
An accident	Action
An argument	A bath
A bath	A bite
A break	A break
Breakfast	The bus
Cancer	A decisio
A chat	A deep t
A cold	An exan
	A gues

Students can work in two groups working on two sets of collocations/idioms separately and then presenting it to the other group.



Topic no 128**3rd Stage: Production**

Provide students with certain words and tell them to make collocations by using those words.

Do someone a favour, your hair, the shopping, your
 → best, your homework, the dishes, your taxes

Make a cake, a mess, money, lunch, progress,
 → a difference, an effort, time

Have a baby, fun, a rest, a shower, a problem, dinner,
 → a chat, a party, a relationship

Take a photo, a break, a chance, a taxi, your time,
 → notes, a risk, an interest in, a vote

Go abroad/overseas, online, shopping, crazy/mad
 → bald, blind, quiet/silent

Get drunk, a job, a shock, lost, married, ready, permission

Tell them to use these collocations in some composition (essay/story).

GROSS ADJ. very bad, unacceptable because clearly wrong.

Collocations:

gross misconduct/negligence/
 exaggeration/violation/indecency

Examples:

- ❖ She was found guilty of gross misconduct.
- ❖ It would be a gross violation to carry out noisy or even physically energetic rituals or ceremonial activities at them.

Tell students to use correctly the given collocations/idioms in exercises where needed.

I'm terribly sorry to bother you.
 She's well aware of the problem.
 It's vitally important to learn new vocabulary.
 He's fast asleep.
 She's wide awake.
 They were brutally murdered.

These are some activities that can be used at the production stage for learning collocations/idioms.

Topic no 129

Teaching Spellings

What Do We Mean by 'Spellings'?

The process or activity of writing or naming the letters of a word.

For instance: c a r: car

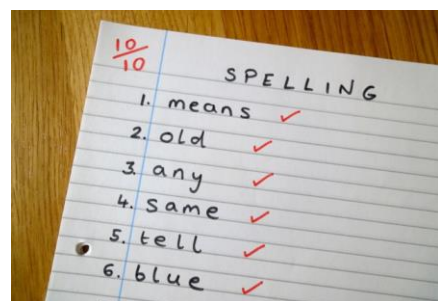
The way a word is spelled.



Spellings are important because these aid in reading. These help to strengthen the connections that are shared between sounds and letters.



Spellings are important also because these help us in writing. Without, correct spellings, writing means nothing.



Keeping in view the significance of spellings, the competitions are held at international level as 'Spelling Bee'.



Topic no 130

Strategies for Teaching 'Spellings'

1. Use three kinds of experiences for the learner: auditory (listening), visual (seeing) and kinaesthetic (through movements). In other words, allow students to *hear* the correct spelling of words, *see* the spellings, and have 'hands-on' experiences.

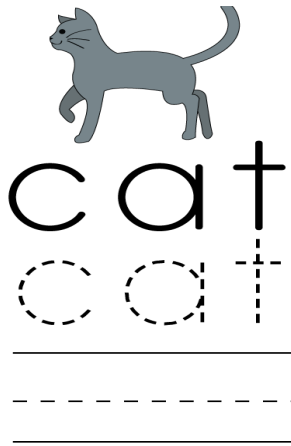
Here are a few ideas for young learners who do best with kinesthetic experiences.

A) Spell words using Scrabble™ tiles, Boggle™ letter cubes, magnetic letters, or even letters cut from newspapers and magazines.

A) Spell words using Scrabble™ tiles, Boggle™ letter cubes, magnetic letters, or even letters cut from newspapers and magazines.



B) Trace the correct spellings of words. Or spell words by gluing string onto construction paper.



C) Find spelling words on cereal boxes, toy packages and other everyday items.



2. Teach spelling words that make sense to the child.

you should include words from the student's science and social studies lessons, as well as words related to news events and special calendar days.



Give students the foundation for spelling successfully. That means making sure students understand the sounds made by consonants, short vowel sounds, long vowel sounds, diphthongs, and more. Teach some of the most consistent rules.

4. Simplify spelling whenever possible. Introduce words that have similar patterns at the same time. For example, teach *aloud*, *around*, *count*, *ground*, and *sound* during the same week. Group tricky words together. Show students *er* words in one list: *perfect*, *alert*, *concern*, *perfume*, *expert*. Then show them *ur* words in another list: *turkey*, *return*, *hurricane*, *curtain*.



4. Simplify spelling whenever possible. Introduce words that have similar patterns at the same time. For example, teach *aloud*, *around*, *count*, *ground*, and *sound* during the same week.

duck	jack	clock	back	hack
black	shack	whack	lick	kick
pick	quick	trick	chick	cluck
shuck	stick	wick	stack	sack
tock	cock	rock	stock	block
deck	speck	check	fleck	snack
track	crack	quack	thick	pack
click	wreck	wrack	lack	tack
neck	peck	nick	flick	lock
flock	frock	luck	pluck	stuck
struck	truck	suck	yuck	

Group tricky words together. Show students *er* words in one list: *perfect, alert, concern, perfume, expert*. Then show them *ur* words in another list: *turkey, return, hurricane, curtain*.

5. Provide lots of practice in lots of formats. Oral exercises, puzzles, [worksheets](#), and [games](#) all have their place in successful spelling programs. [Spelling homework](#) is important, too. All of these activities, believe it or not, *can* be fun! Group tricky words together.

Name _____

Ocean Animals – Fill in the Missing Vowels

Look at each ocean animal's picture and fill in the missing vowels for each ocean animal.

 sh _ rk	 cr _ b
 j _ lly f _ sh	 d _ lph _ n
 wh _ l _	 st _ rf _ sh
 _ ct _ p _ s	 l _ bst _ r

Ocean Worksheets | © Copyright AllKidsNetwork.com | www.allkidsnetwork.com

**Topic no 131****Some More Strategies for Spellings****Word Walls**

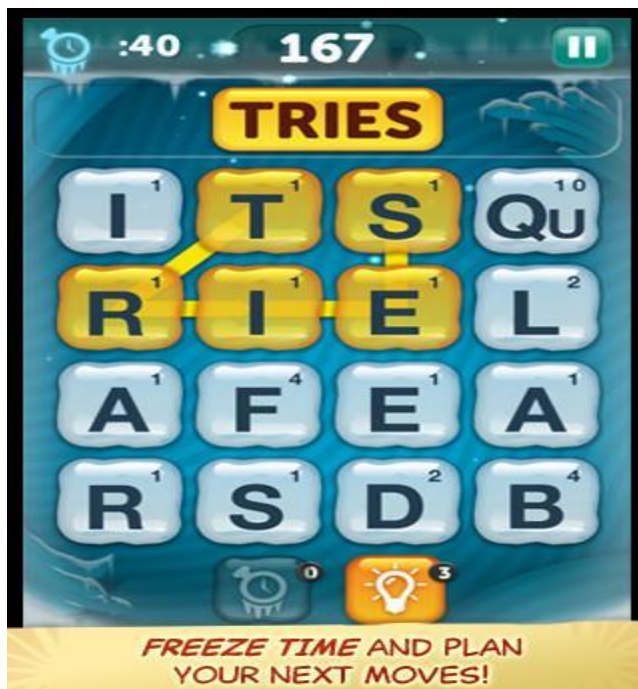
Teachers use two types of word walls in their classrooms. One word wall features “important” words from books students are reading or thematic units.



Making Words

Teachers choose a five- to eight-letter word (or longer words for older students) and prepare sets of letter cards for a making words activity (Cunningham & Cunningham, 1992).

Then students use the cards to practice spelling words and to review spelling patterns and rules.



Word Sorts

Students use word sorts to explore, compare, and contrast word features as they sort a pack of word cards. Teachers prepare word cards for students to sort into two or more categories according to their spelling patterns or other criteria.

Name _____ -ake -ame -ate word sort Unit 3.1

Directions: Read each word at the bottom of the page, then cut out the words, glue each word under the correct word family.

-ake		-ame		-ate	
make	came	gate	take	game	late
lame	hate	cake	date	same	rake
ate	tame	lake	shake	plate	frame

Created by iDylia

Spellings as a sub skill hold a very basic importance among literacy skills. Without having command over spellings, one neither can read nor write.

Topic no 132

Literacy classroom

In literacy classroom we teach all of the skills needed for reading and writing. They include such things as awareness of the sounds of language, awareness of the print and the relationship between sounds and letters.

Literacy classroom is combination of different skills and sub skills related to reading and writing.



The picture is example of literacy wall different words images and their relationship and use is shown in a certain order.

Topic no 133

Teaching spellings at higher stage

Teaching spellings to beginners in early classes demands some easy strategies, but to elder students like 7th and 8th graders can be conducted with higher level activities

When you are teaching something it is very important to involve student's cognition for a long term learning.

There are certain activities which can be used for higher learners.

Using missing spelling chart

For instance: Hear and spell listen to the word and then spell it. Words with audio will be used to hear and spell.

al__ays	arou__d	beca__se
be__n	bef__re	bes__
bo__h	buy	ca__l
c__ld	d__es	do__'t
fas__	fir__t	fliv__

In this image students can be given activity to spell the word and provide missing letter. In this chart one letter is missing in each word but others charts can also be used with two letters missing.

Shuffling the spellings

Another activity is, spell the word by guessing letters here. The word ‘water’ can be guessed.



Another activity is, spell the word correctly by changing the position of two letters. For instance, ‘radlcai’: radical.

In each activity thinking of students is involved, and they learn the things by thinking by using their cognition.

Remove extra letter

Another activity can be remove extra letter and spell the word correctly. For instance, ‘subtstitute’: substitute we have removed ‘t’ before ‘s’.

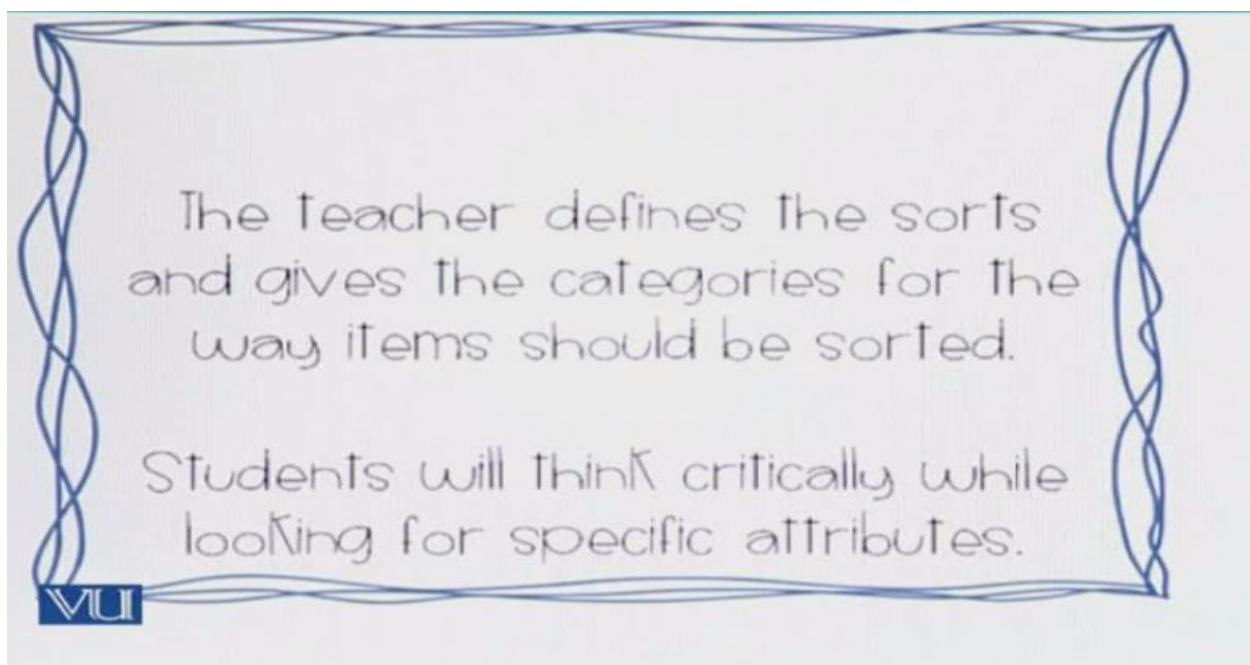
But you should make sure before these activity spelling skills of students must be strong they should be pretty sure about right and wrong spellings of words.

Topic no 134**Word study**



There is an alternative to traditional spelling instruction called “word study” which is not based on the random memorization of word.

A word study program is a cohesive approach that addresses word recognition, vocabulary, and phonics as well as spelling.



Word study provides students with opportunities to investigate and understand the patterns in words. Knowledge of these patterns means that students needn't learn to spell one word at a time.

Words can be taught on the basis of sounds as well. Chart below shows example of some sounds and words based on those sounds.

ai	ay
rain	day
main	play
braid	may
grain	stay
wait	way
claim	pray
gain	gray
train	say
paint	tray

Topic no 135

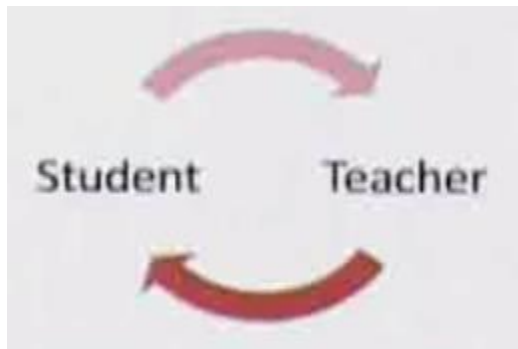
Explaining word study

Word patterns are focused in this type of study. Take for example the difference between hard c as in cat and soft c as in cell. After collecting many words containing the letter c students discover: c is usually hard when c is followed by consonants (as ic clue and crayon) and the vowels a o and u

Topic no 136

How word study is done?

Word study is based on the notion that where a student is in his or her spelling development can serve as a guide for instruction.



At the start of word study program, teachers use a spelling inventory to determine which stage of spelling development each student is at and then groups students for instruction.

short a	a-e	ai
tax	tape	fail
last	maze	gain
sat	shade	pail
plan	wave	sail
	late	plain
	sale	rain
	bake	wait
	lake	nail

Groups can be made on the base of students learning stage, in the light of above image students can be divided into three groups.

Once groups are created, teaches develop differential instruction based on the stage of development each student have achieved.

Teachers select a group of words that match children's development. Because the space of children's progression through the stages varies, rarely would all the students in a class be studying the same list of words.

Students and teachers alike must become word detectives. Spelling rules are not dictated by teacher for students to memorize. Rather, spelling patterns and generalizations are discovered by students.

Topic no 137

Listening

To hear something with thoughtful attention. Research shows that 45% of our time is spent on listening. We listen more than speak. Listening comprehension is the receptive skill in the oral mode..



If the listening skill is used in a proper way we can master the tools of communicative skills. Thomlison (1984) defines listening as, "Active listening, which is very important for effective communication".



DEFINITION OF LISTENING

- The process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages; to hear something with thoughtful attention

Look at the speaker

Have a nice quiet mouth

Listen to what he or she is saying

Repeat it back

Check to make sure the message is correct

Topic no 138

Types of Listening

There are different types of listening depending upon the situation and the environment, where the listening takes place. Few important types are given here:

Whole-person listening-understanding the speaker, his words, thought, motive etc.



* Appreciative Listening- Listening for appreciation and pleasure.



* Attentive Listening –attentively listening each and every word.



* Casual Listening- Listening not very attentive, listening casually without any interest.

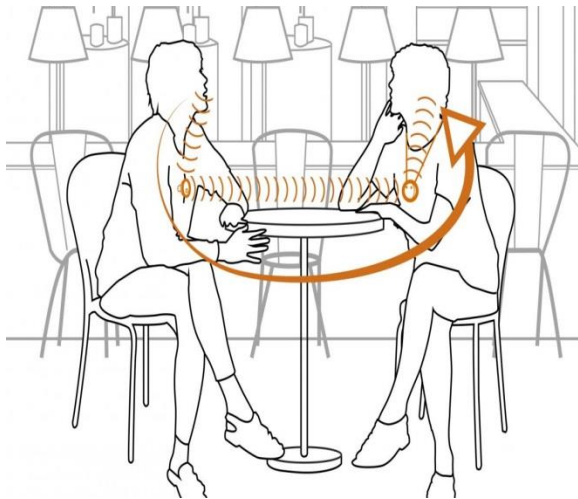


* Evaluative Listening- Listening to evaluate or judge something.

- Evaluative listening is also called “critical listening”
- Because we make judgments about what the others person is saying..



* Comprehensive Listening- listening to understand the message the speaker is communicating.



Discriminative Listening- listening type the objective is to focus on the sounds. At its most basic level this is akin to distinguishing the speakers gender, or the number of people in a conversation.



Topic no 139

Principles of Listening

Pay Attention

Focus on the speaker. Look at him or her because facial expressions and body language can communicate as much as language.

For example, there will usually be more engagement with the listener in making eye contact and use of hand gestures.



Practice Active Listening

Ask the speaker to slow down or repeat when you don't understand or just want to be certain about what you heard.

Repeat back what you think you heard him or her say, as there can often be a gap between what we thought we heard and what the speaker intended.



Pay Attention to Structure

In a formal lecture or speech, the speaker will usually let you know ahead of time the organization of the discourse: *"Today we will discuss the two types of sentences, Type One and Type Two,"*

and then what will follow is a description of Types One and Two. These devices, called ["discourse markers"](#), actually help the listener in organizing and understanding the lecture.



*Listen for Key Words What words does the speaker emphasize? Usually the speaker will let you know by stressing the main point: “*Let’s talk about the TIME we will meet tomorrow....*”

The stressed word “*time*” signals that the time of tomorrow’s appointment is the main point, as does the marker “*Let’s talk about—*”



Topic no 140

Teaching Principles of Listening

*Make Explicit

how to understand and manage conversations, which may have been something a mystery. In addition, key terms such as “active listening” and “discourse marker” should be introduced and exemplified.

Model

This can be provided by traditional print example dialogues as well as film clips, and teacher modelling with volunteer students: e.g., the teacher might say,

“ tell me something of importance to you, and I’ll listen actively. The rest of the class, pay attention, and then let’s discuss what goes into active listening.”



Practice

This might be especially important in active listening, which few people, really know how to do, as we are used to either sitting quietly while a speaker finishes his speech or interrupting.

Active listening takes practice, but is worth it in terms of improved listening skills and relationships.



Topic no 141

Teaching parts of speech

A traditional term for categories into which words are classified according to their functions in sentences. A category to which a word is assigned in accordance with its syntactic functions.

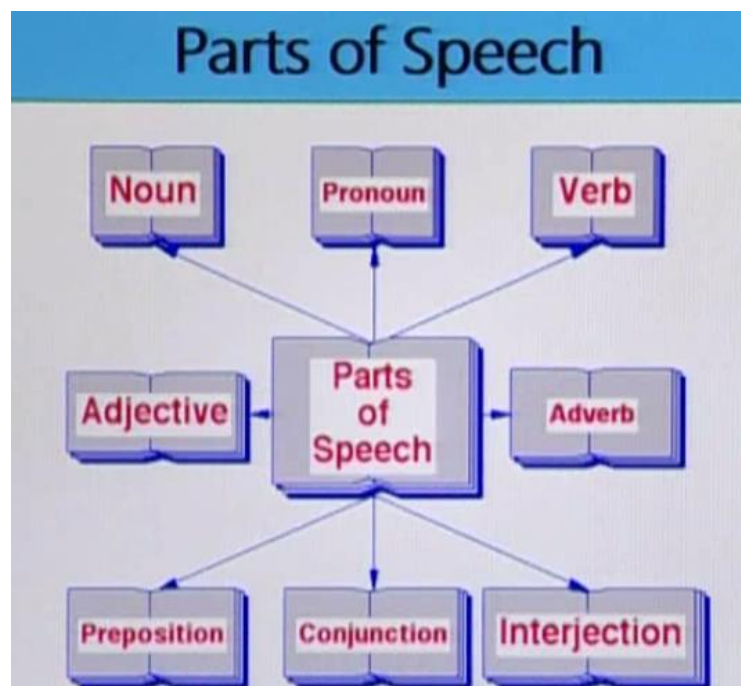
In English main parts of speech are

- Noun
- Pronoun
- Adjective
- Determiner
- Verb

- Adverb
- Preposition
- Conjunction
- Interjection

People count 'articles' also as parts of speech.

This classification has been made according to the functions of words.



Noun

A noun is a naming word. It names a person, place, thing, idea, living creature, quality, or action.

Examples: *cowboy, theatre, box, thought, tree, kindness, arrival*

Verb

A verb is a word which describes an action (doing something) or a state (being something).

Examples: *walk, talk, think, believe, live, like, want*

Adjective

An adjective is a word that describes a noun. It tells you something about the noun.

Examples: *big, yellow, thin, amazing, beautiful, quick, important*

Adverb

An adverb is a word which usually describes a verb. It tells you how something is done. It may also tell you when or where something happened.

Examples: *slowly, intelligently, well, yesterday, tomorrow, here, everywhere*

Pronoun	A pronoun is used instead of a noun, to avoid repeating the noun. Examples: <i>I, you, he, she, it, we, they</i>
Conjunction	A conjunction joins two words, phrases or sentences together. Examples: <i>but, so, and, because, or</i>
Preposition	A preposition usually comes before a noun, pronoun or noun phrase. It joins the noun to some other part of the sentence. Examples: <i>on, in, by, with, under, through, at</i>
Interjection	An interjection is an unusual kind of word, because it often stands alone. Interjections are words which express emotion or surprise, and they are usually followed by exclamation marks. Examples: <i>Ouch!, Hello!, Hurray!, Oh no!, Ha!</i>
Article	An article is used to introduce a noun. Examples: <i>the, a, an</i>

Knowing parts of speech using them correctly and understanding how they relate to one another is an important early step in creating strong writing skills.

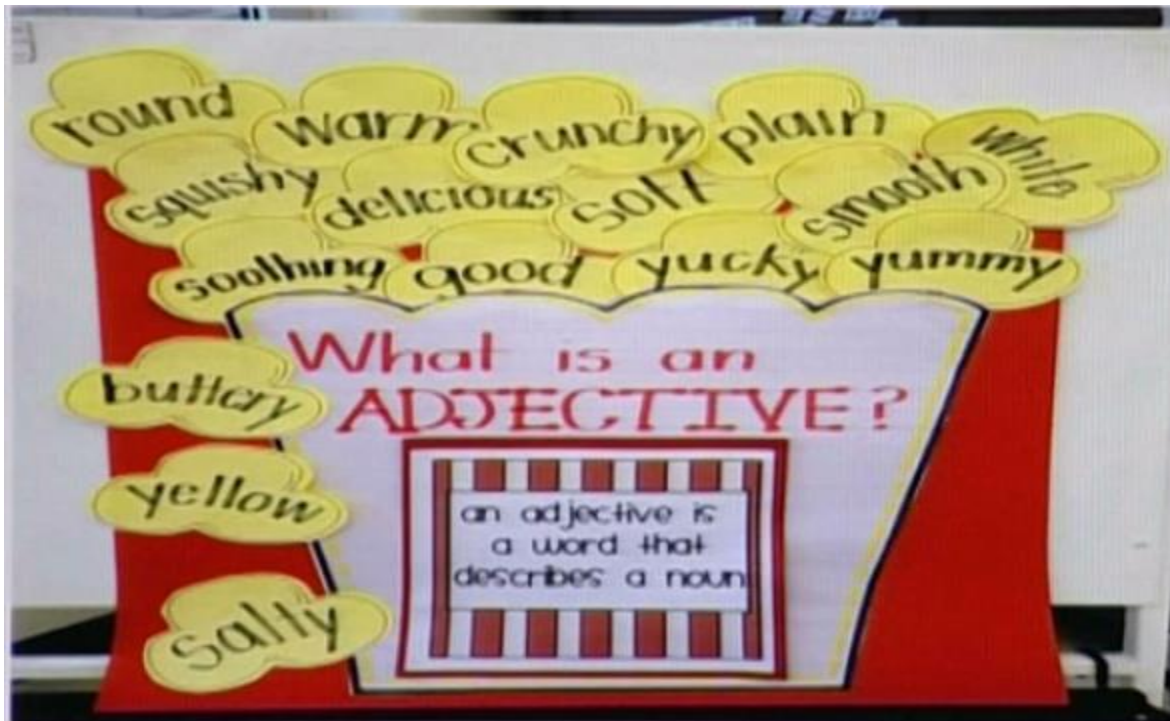
Topic no 142

Teaching at first stage

Begins with noun, its most easy concept and available in our surrounding. A noun is a person, place, thing or idea. Get students to list as many nouns as they can. Put them in categories on an overhead or white board as they say them.

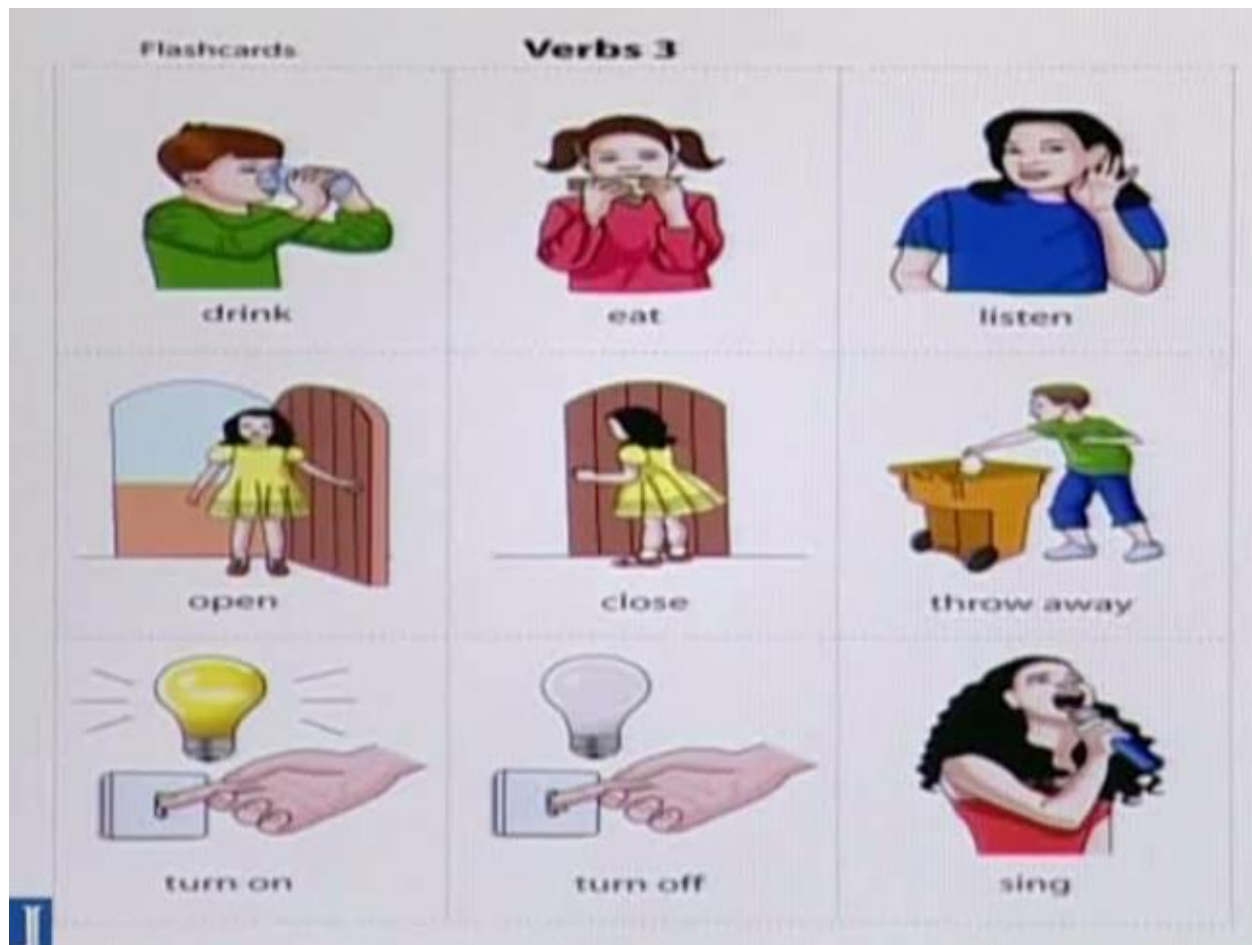


At second stage teach them adjectives, take the list of nouns students come up with, and start asking for words that describe each one. List those in front of each word. These are adjectives. An adjective is a word that describes a noun. Give them the reason and tell them the link of adjective with nouns. In the following picture adjectives of a noun “popcorn”.



After that take pictures of noun and ask children to tell the characteristics.

After teaching adjectives teach the children verbs, ask students to look at each noun adjective pair and give it something to do for example; little birds fly. Explain that this action word is verb.



Bring this type of images which are elaborative and showing the actions. And whatever students learn make them to practice the things.

Topic no 143

Teaching at second stage

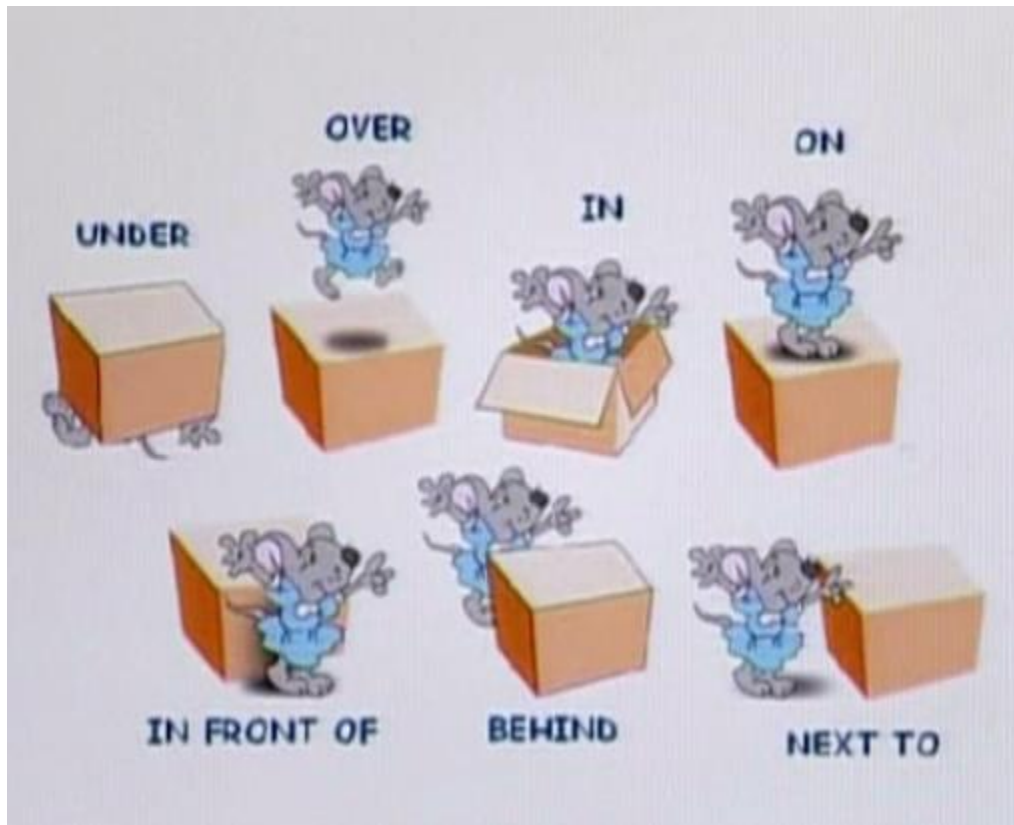
List how the words do things. For example little birds fly slowly. Tell students that how something the action does is an adverb. An adverb describes a verb adjective or other adverb.

Adverbs				
How?	When?	How often?	Where?	
angrily	afterwards	always	above	
anxiously	again	annually	around	
cautiously	before	constantly	away	
cheerfully	beforehand	daily	below	
courageously	early	hourly	down	
crossly	late	monthly	downstairs	
cruelly	never	never	everywhere	
defiantly	now	occasionally	here	
doubtfully	often	often	inside	
elegantly	punctually	once	outside	
	recently	regularly	there	

Make another sentence to go with your first group. Ex: look at the little birds. They fly slowly. Explain to students that “they” in second sentence refers to “little birds” in the first. “they” takes the place of the noun “birds” and is a pronoun. Here is table of pronouns.

SUBJECT	OBJECT	ADJECTIVE	POSSESSIVE
I	Me	My	Mine
You	You	Your	Yours
He	Him	His	His
She	Her	Her	Hers
It	It	Its	Its
We	Us	Our	Ours
They	Them	Their	Theirs

Add these words to second sentence: around the neighborhood. “Around is a preposition that implies a relationship. Where to they fly? Around the neighborhood.



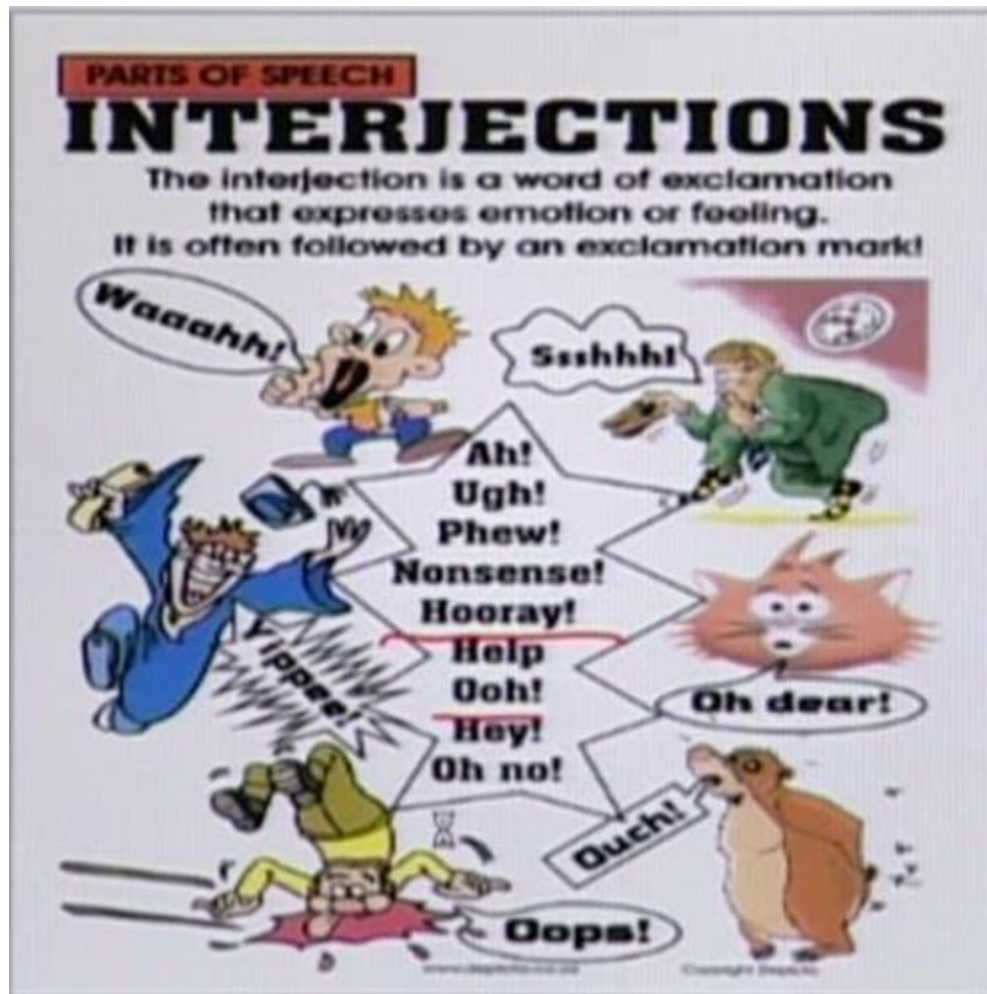
Preposition tells the relationship of sentence.

In the next step Identify or add the two final parts of speech, the conjunction and interjection. “Look at the big and the little birds. Wow they fly slowly around the neighborhood”.



“and” between the little and big birds is conjunction it’s like gum, it connects two words and sentences. You can see the list of conjunction in the image.

Interjections are the words which perhaps may not have proper meaning in dictionary but they convey or express some emotions, you can see the list in the image below.



Topic no 144

Recognizing the parts

How can we recognize category of some word in sentence? We need to look at the function performed by that part in the sentence. See the example of adjective and adverb: if we cannot recognize the words there will be no proper decoding of the words. In some words adding “ly” to a word make it adjective from adverb but this rule does not imply in each word.

Adjective		Adverb
happy	→	happily
sad	→	sadly
grateful	→	gratefully
quick	→	quickly
curious	→	curiously

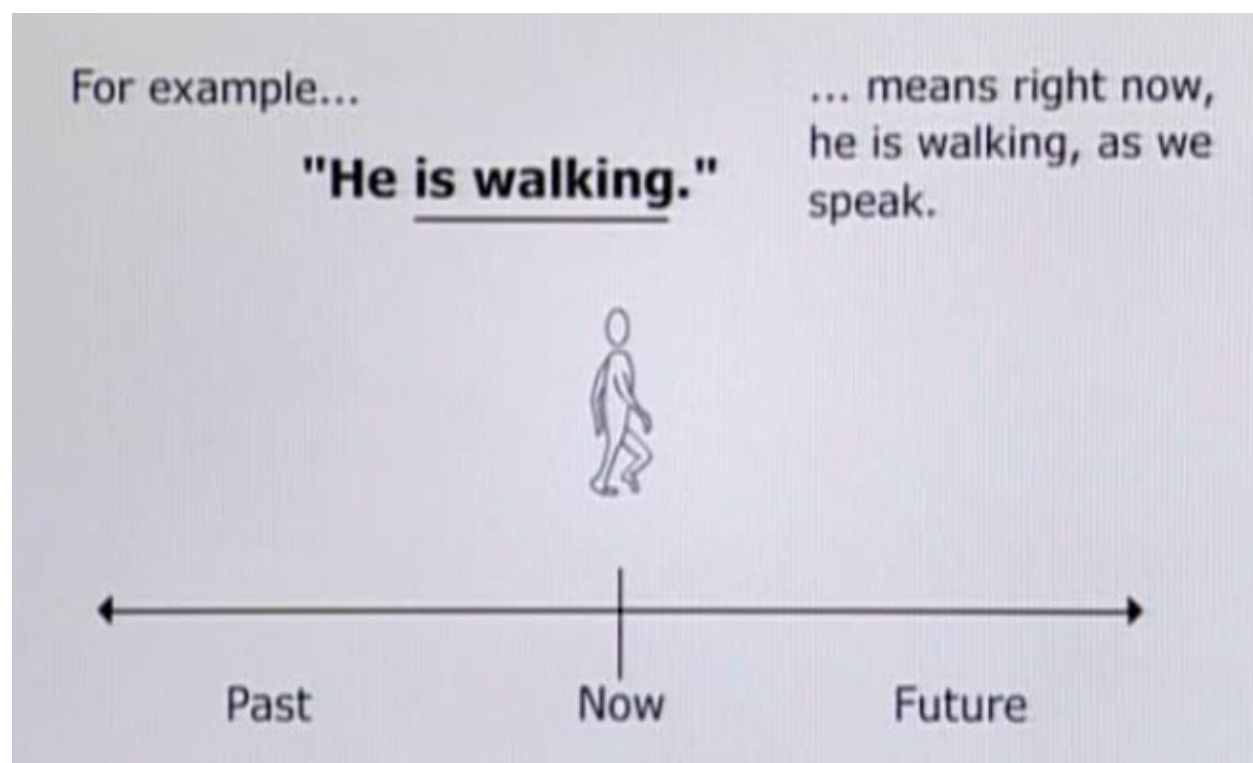
The train is fast. It is describing train (a noun). So an adjective here.

The train is moving fast. It is describing the action, so the adverb.

Topic no 145

Teaching tense

Tense is a form of the verb that indicates time. A verb tense not only indicates past, present, and future action but also indicates whether the action is ongoing or complete.



The tense of verb shows the time when an action or condition occurred. In English the tense also may provide emphasis and may determine whether or not an action or condition was continuous or recitative.

	Simple	Progressive	Perfect	Perfect Progressive
Present	I eat	I am eating	I have eaten	I have been eating
Past	I ate	I was eating	I had eaten	I had been eating
Future	I will eat	I will be eating	I will have eaten	I will have been eating

There are three basic tenses: past, present, and future. Verb tenses are absolutely necessary for fluency in English. Without proper knowledge of tenses oral, written fluency is affected and mind is unable to do proper decoding as well.

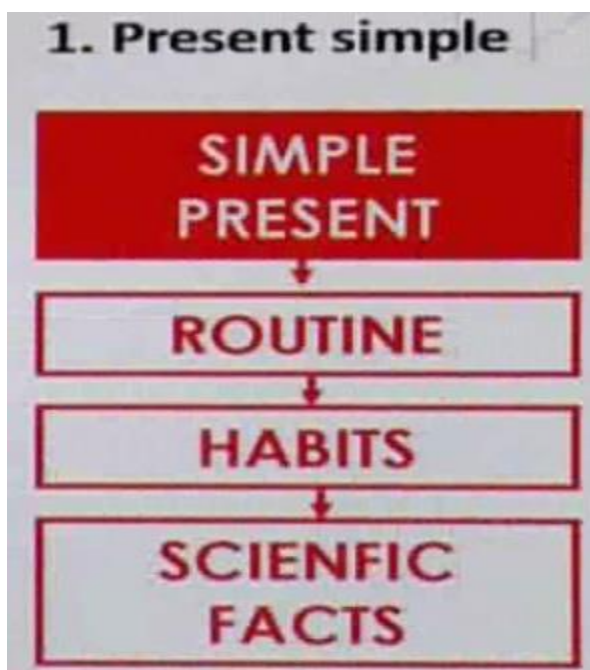
Topic no 146

Simple or indefinite tense

Verb tenses receive a lot of attention in English instruction. Sometimes these are considered as a difficult area.

	Simple	Progressive	Perfect	Perfect Progressive
Present	I eat	I am eating	I have eaten	I have been eating
Past	I ate	I was eating	I had eaten	I had been eating
Future	I will eat	I will be eating	I will have eaten	I will have been eating

Remember this chart from the previous topic. These are total 12 tenses in English. First of all we will talk about “present simple” tense. It is about some routine, habits and scientific facts.



Routine: I go to my office at 8:00 am.

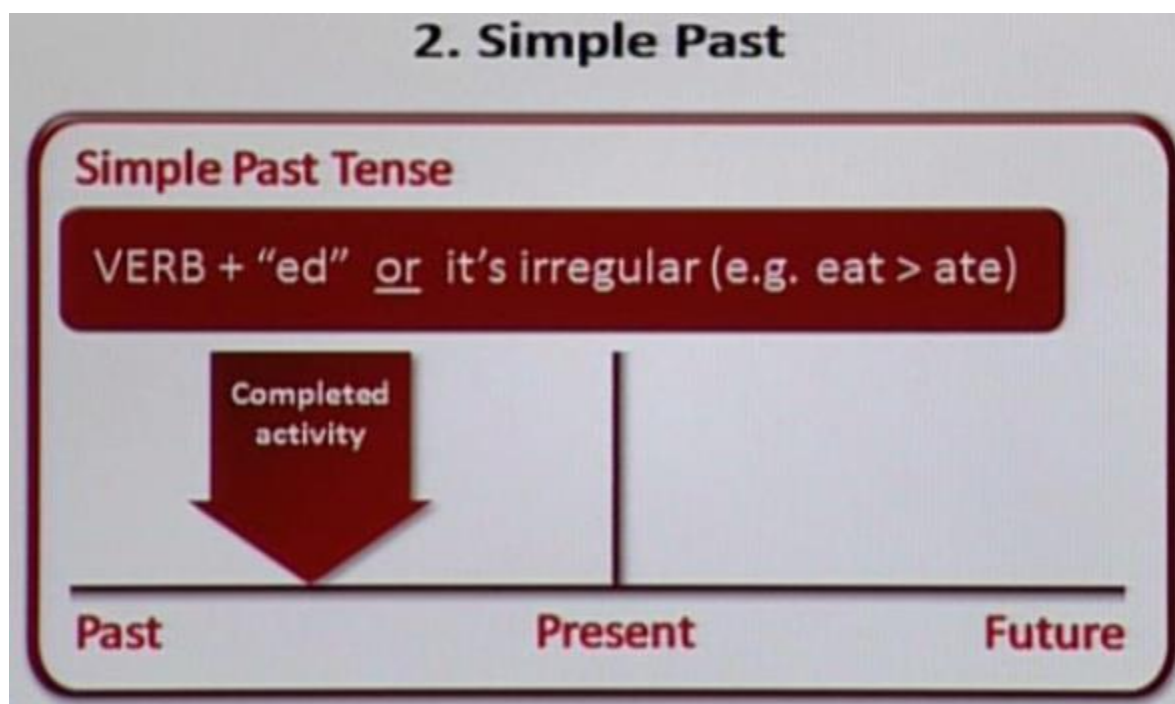
Habit: he takes tea in the morning.

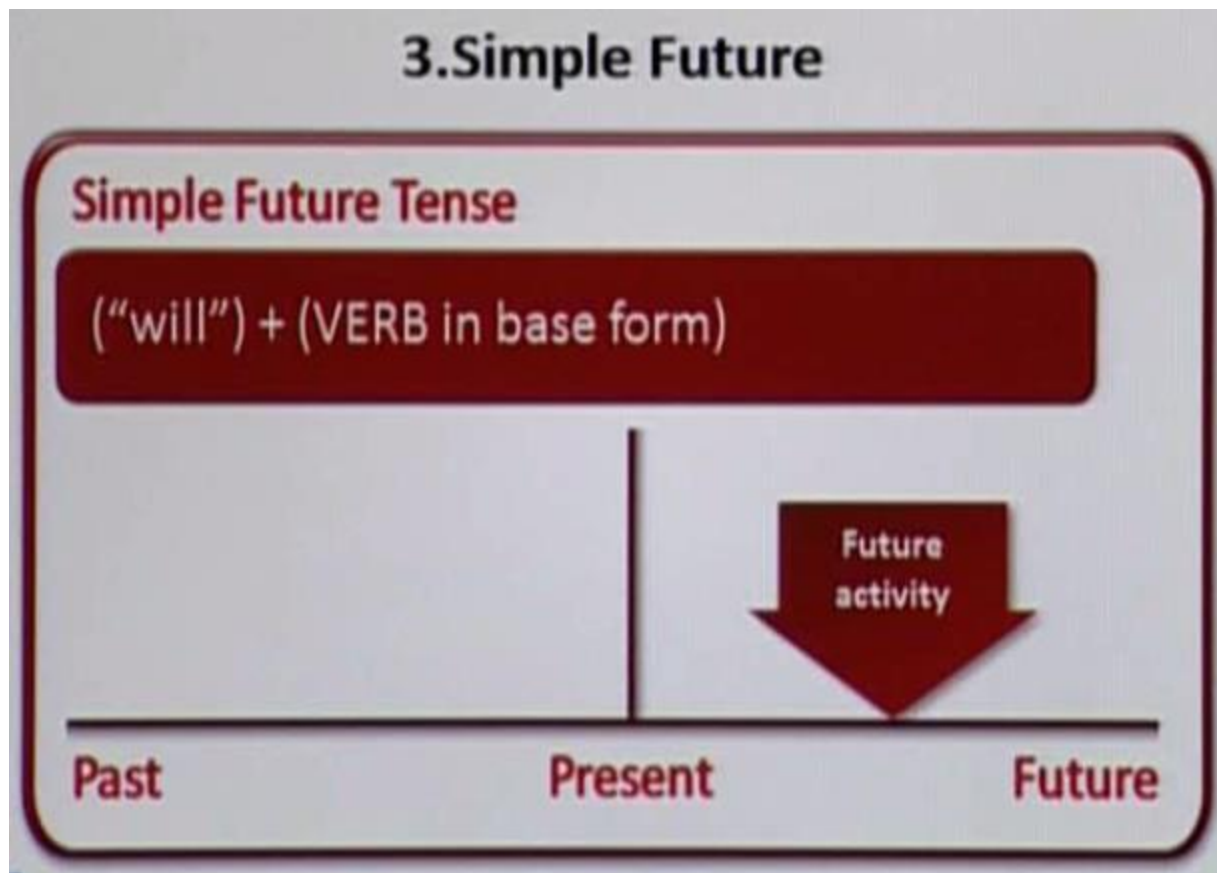
Scientific fact: the sun rises in the east.

This table shows form of helping verb along with subject. Different form of verb is used with different subjects.

Affirmative	Negative	Interrogative
I You { go We { They {	I You { don't go We { They {	Do { I you go.....? we they
He { She { goes It {	He { She { doesn't go It {	Does { he she go.....? it

2. Simple Past





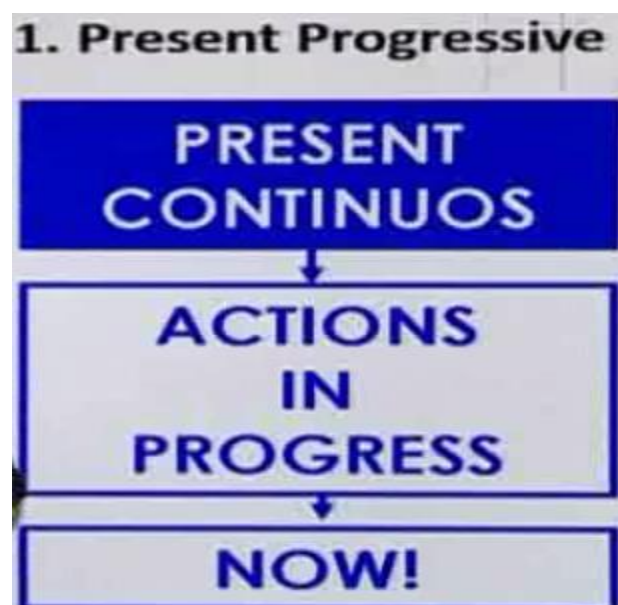
- We will go to the farm in the morning.
 - Will you come with us?
 - I will not go to the farm with you.
 - The train will arrive shortly.
 - Will the train arrive shortly?
 - The train will not arrive shortly.
 - You will enjoy the movie.
- Simple Future Tense

Affirmative	Interrogative
I shall speak	Shall I speak?
He (she, it) will speak	Will he (she, it) speak?
We shall speak	Shall we speak?
You will speak	Will you speak?
They will speak	Will they speak?

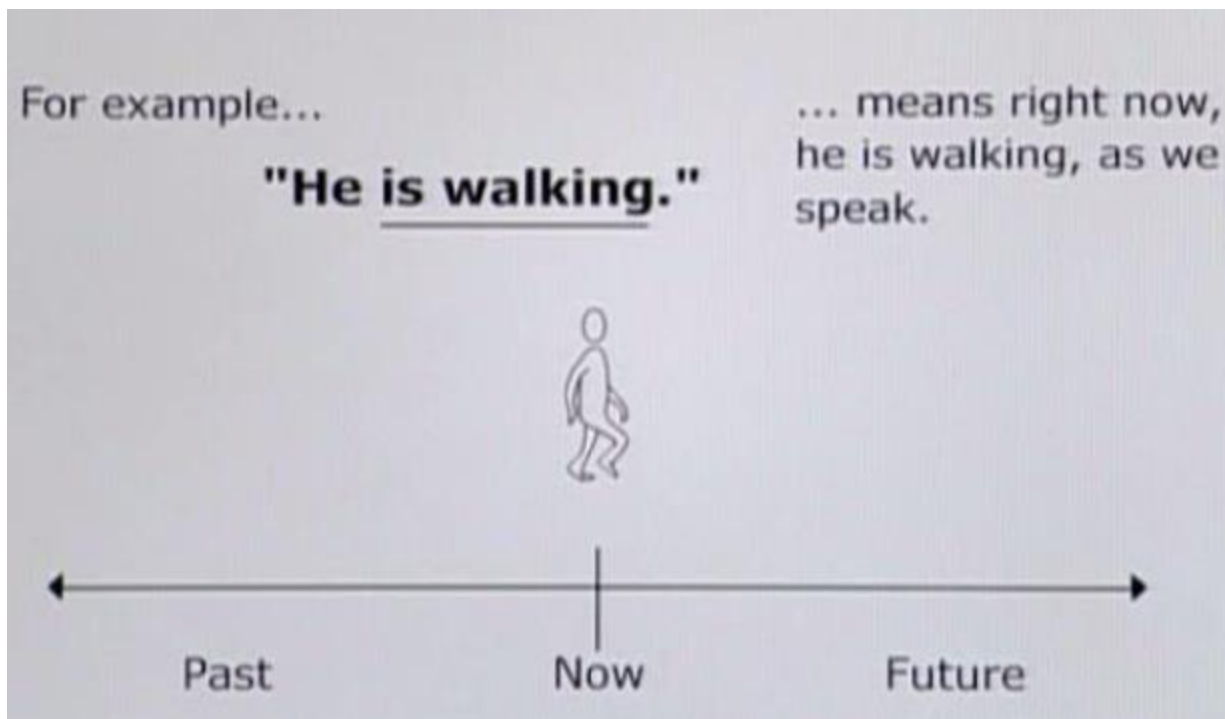
Negative
I shall not (shan't) speak
He (she, it) will not (won't) speak
We shall not (shan't) speak
You will not (won't) speak
They will not (won't) speak

Topic no 147

Progressive or continuous tense



progressive tense is that something is in action now.

**Present continuous tense:**

We use the Present Continuous tense to talk about:

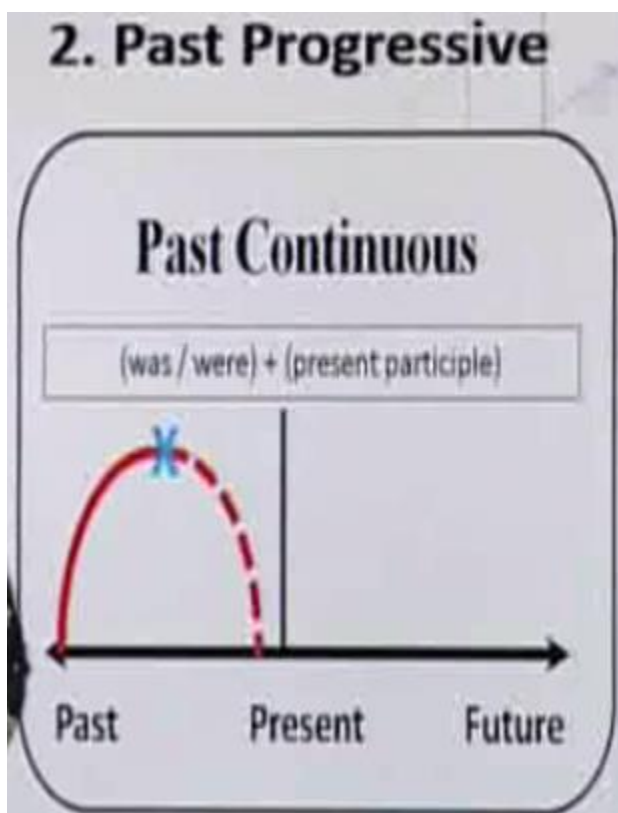
actions and things that are happening now

He is drinking. He is reading. He is smiling. He is singing.

Formula for present progressive\continuous subject+verb to be+verb+ing.

Positive	Negative	Question
• I am speaking.	• I am not speaking.	• Am I speaking?
• You are speaking.	• You are not speaking.	• Are you speaking?
• We are speaking.	• We are not speaking.	• Are we speaking?
• They are speaking.	• They are not speaking.	• Are they speaking?
• He is speaking.	• He is not speaking.	• Is he speaking?
• She is speaking.	• She is not speaking.	• Is she speaking?
• It is speaking.	• It is not speaking.	• Is it speaking?

Past progressive/continuous tense:

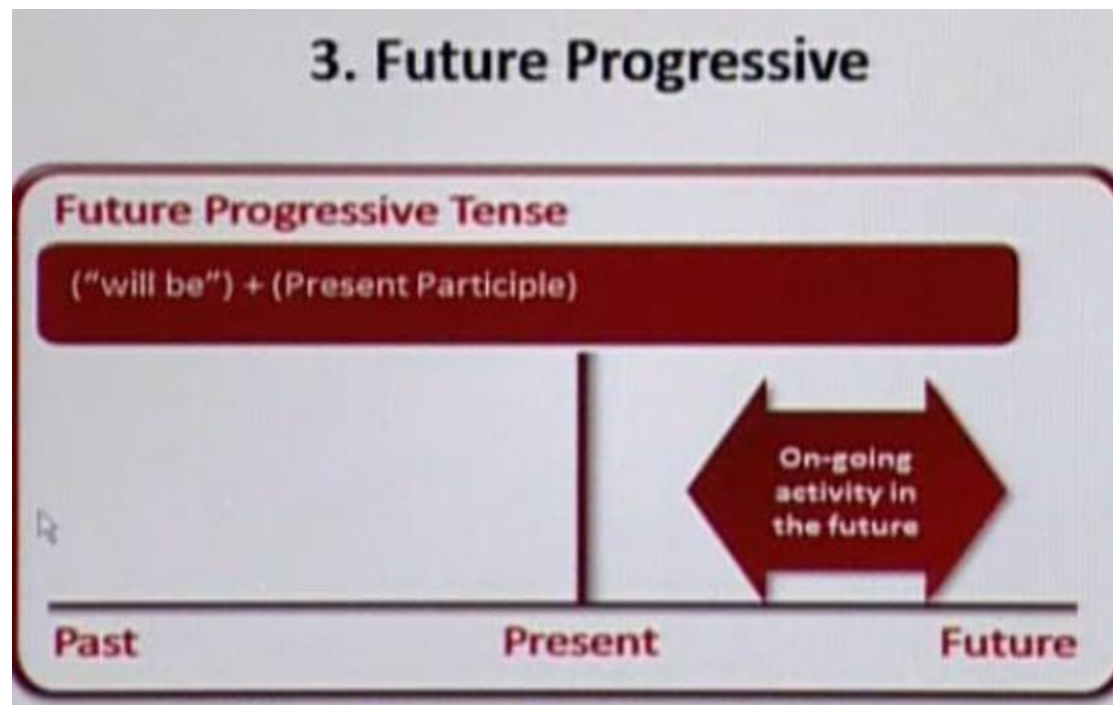




Affirmative	Interrogative
I was reading	Was I reading?
He (she, it) was reading	Was he (she, it) reading?
We were reading	Were we reading?
You were reading	Were you reading?
They were reading	Were they reading?

Negative
I was not (wasn't) reading
He (she, it) was not (wasn't) reading
We were not (weren't) reading
You were not (weren't) reading
They were not (weren't) reading

Future progressive/continuous



Future Progressive Tense

- This tense is used to refer to activities that will be *continuously* in progress around some future time.
- Example: *We will be flying over New York at noon tomorrow.*
- Form: *will + be + verbing*

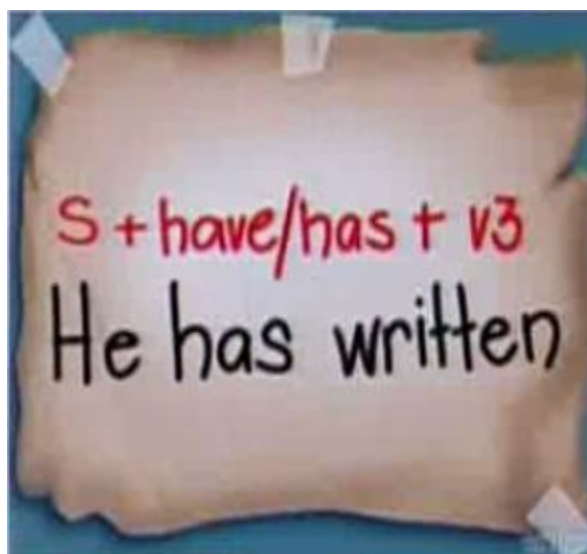
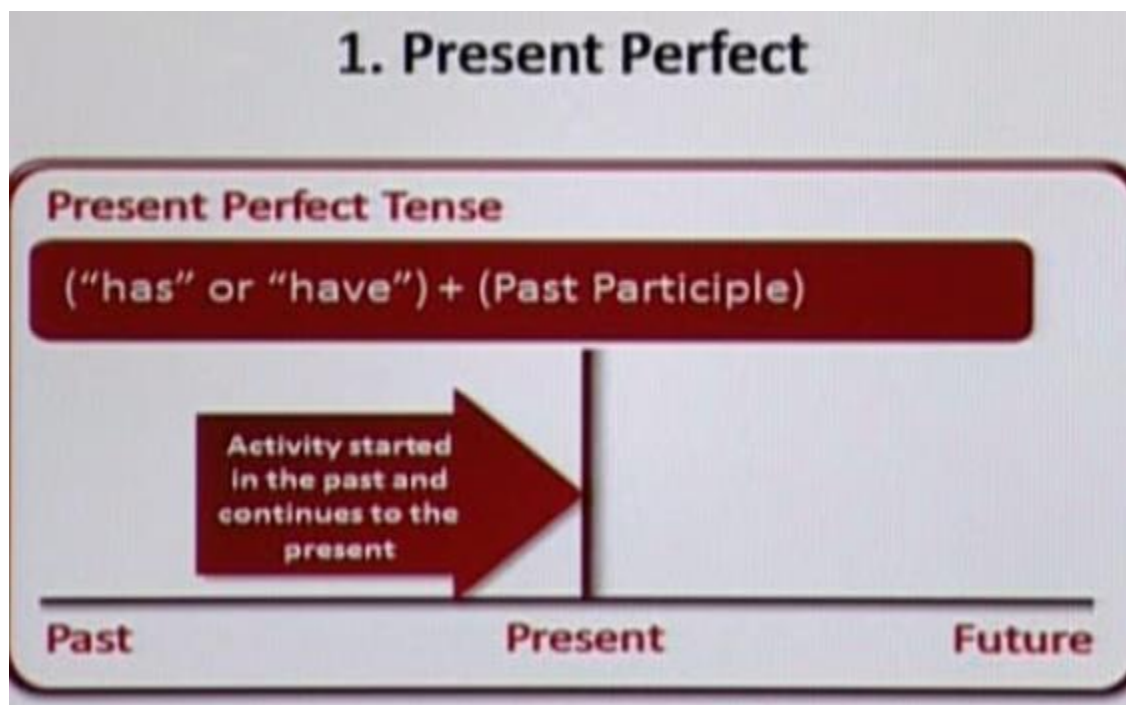
Positive: the Moscow state circus will be performing for the next three weeks.

You can also have a negative version: the Moscow state circus will not be performing for the next three weeks. The question version: will the Moscow state circus be performing for the next three weeks?

Topic no 148

Perfect tense:

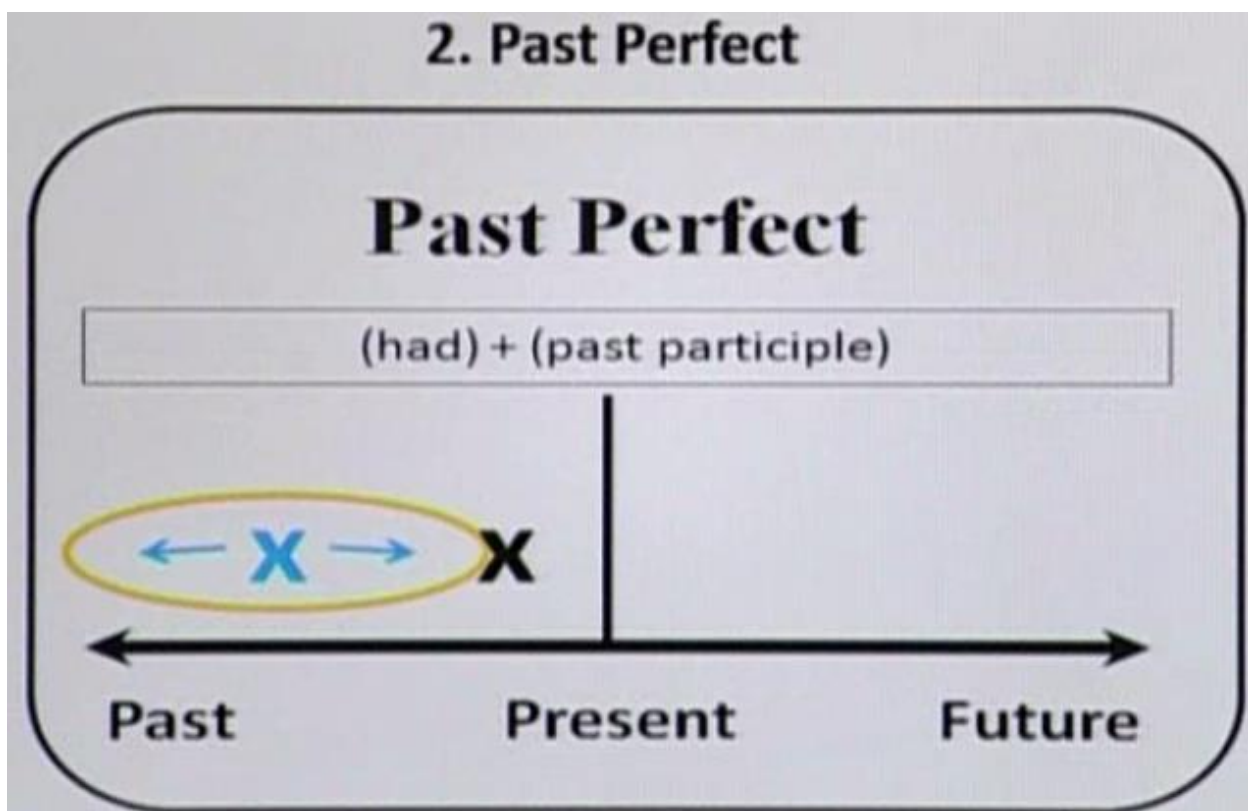
Present perfect tense: present perfect tense means that some activity has been started in past and completed in present.

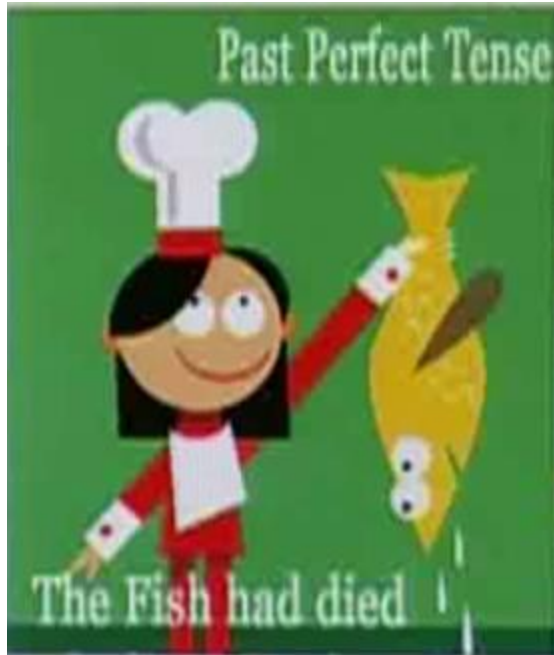


(+)	(-)	(?)
I have played	I haven't played	Have I played
You have played	You haven't played	Have you played?
He has played	He hasn't played	Has he played?
She has played	She hasn't played	Has she played?
It has played	It hasn't played	Has it played?
We have played	We haven't played	Have we played?
They have played	They haven't played	Have they played?

Past perfect tense:

It means something started in the past and completed in the past.



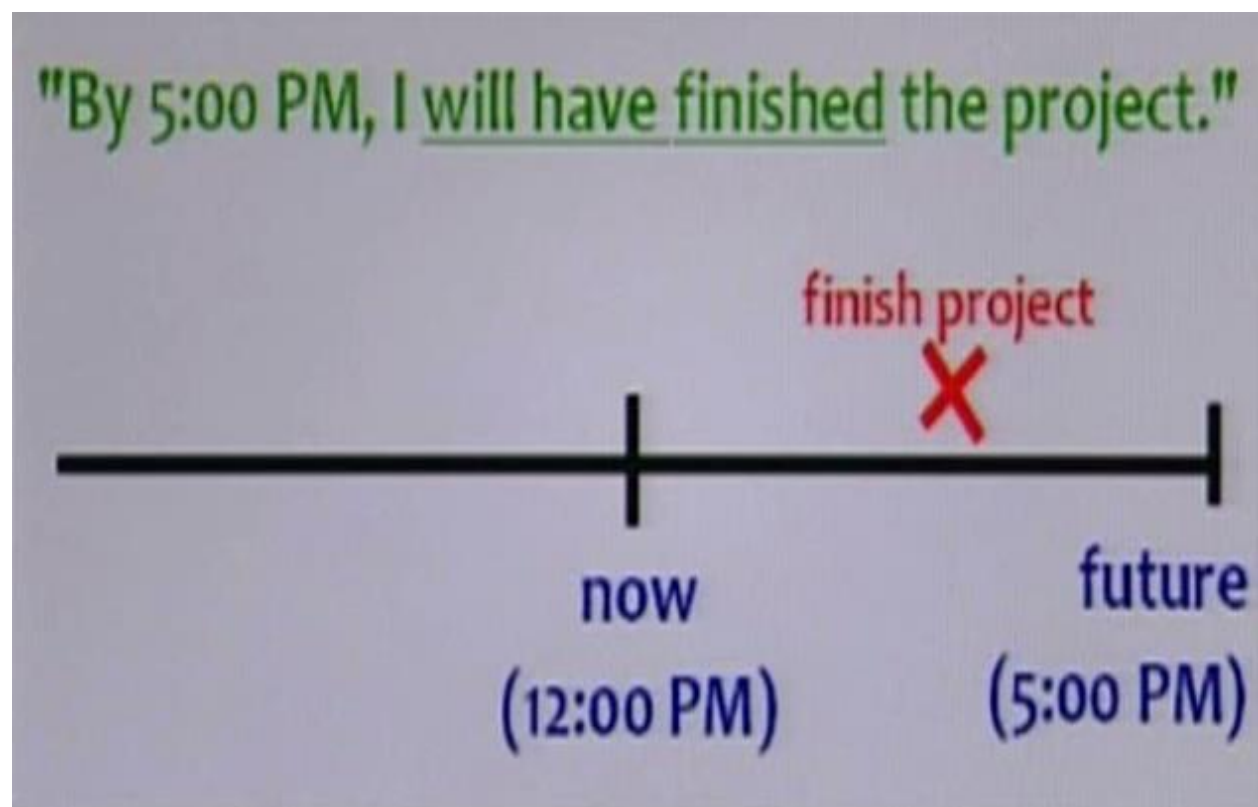
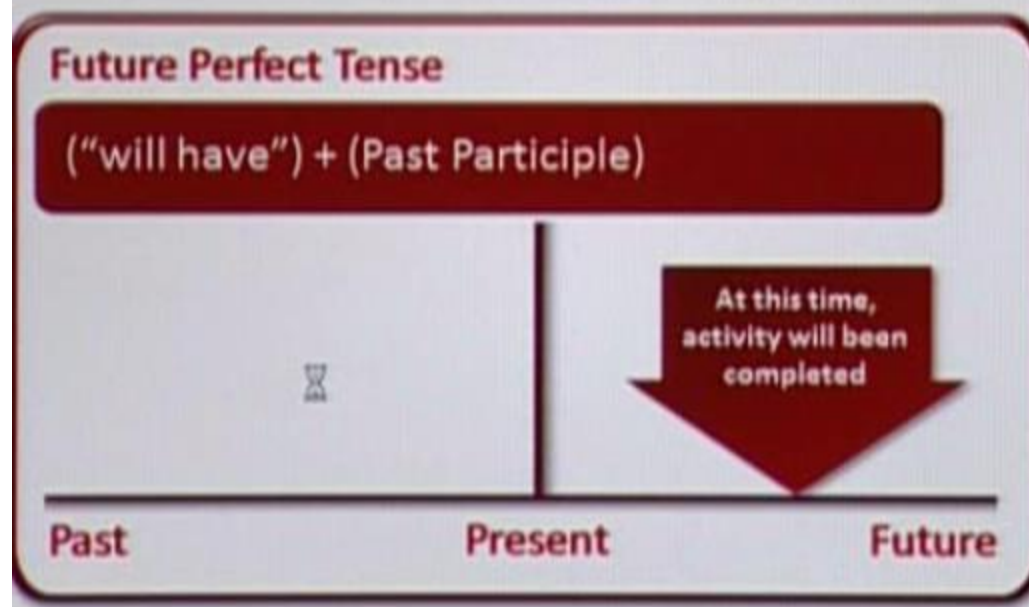


(+) She had gone
(-) She hadn't gone
(?) Had she gone ?

Future perfect tense:

Some activity had been started in the past and have completed in the future.

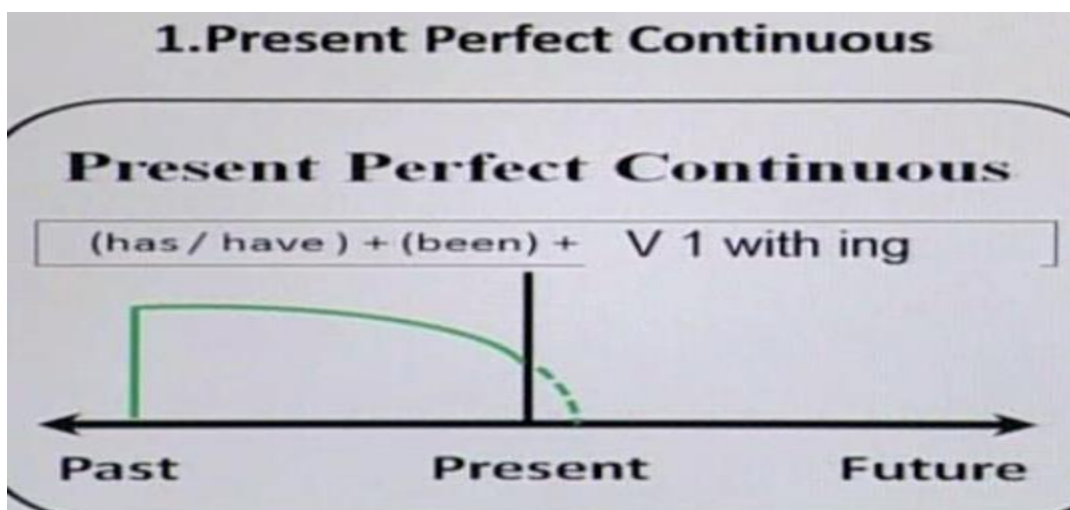
3. Future Perfect



(+)	(-)
I will have played	Will I have played?
You will have played	Will you have played?
He will have played	Will he have played?
She will have played	Will she have played?
It will have played	Will it have played?
We will have played	Will we have played?
They will have played	Will they have played?

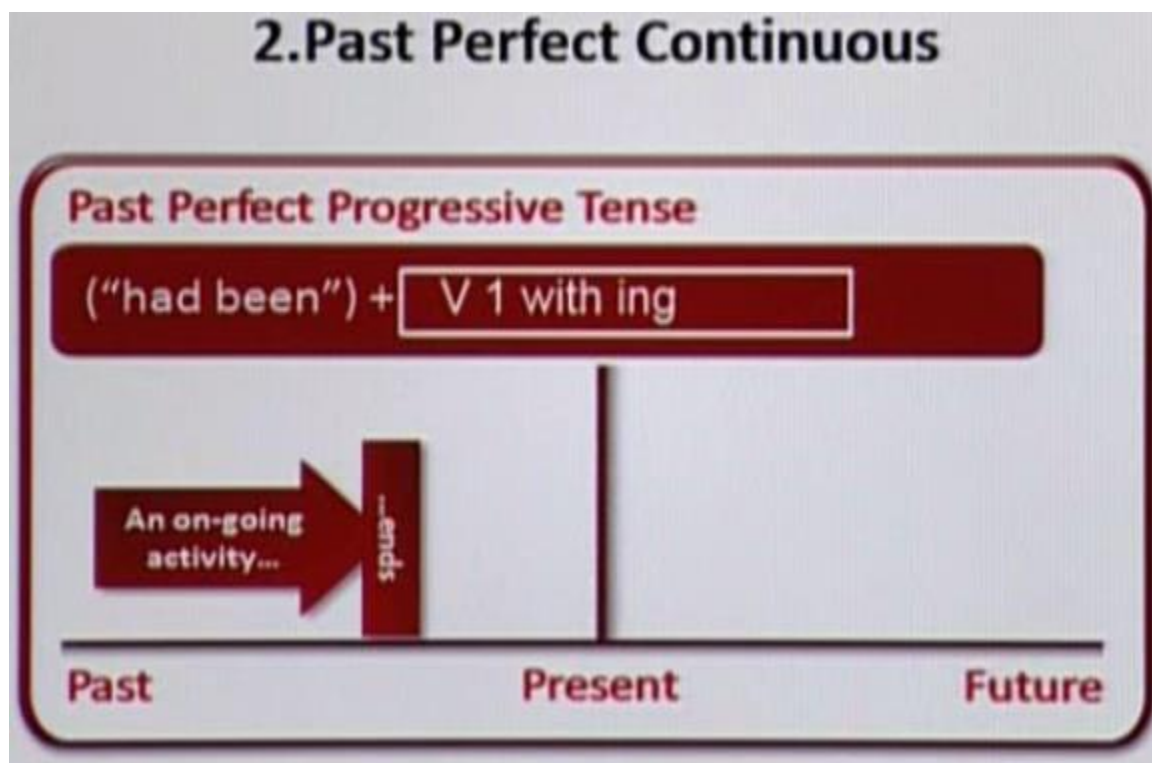
Topic no 149**Perfect continuous tense****Present perfect continuous tense:**

It means some action has been started in past some part of action is completed and some is continuous.



(+)	(?)	(-)
I have been playing	Have I been playing?	I haven't been playing
You have been playing	Have you been playing?	You haven't been playing
He has been playing	Has he been playing?	He hasn't been playing
She has been playing	Has she been playing?	She hasn't been playing
It has been playing	Has it been playing?	It hasn't been playing
We have been playing	Have we been playing?	We haven't been playing
They have been playing	Have they been playing?	They haven't been playing

Past perfect continuous tense:



Affirmative	Interrogative
I had been doing	Had I been doing?
He (she, it) had been doing	Had he (she, it) been doing?
We had been doing	Had we been doing?
You had been doing	Had you been doing?
They had been doing	Had they been doing?
Negative	
I had not (hadn't) been doing He (she, it) had not (hadn't) been doing We had not (hadn't) been doing You had not (hadn't) been doing They had not (hadn't) been doing	

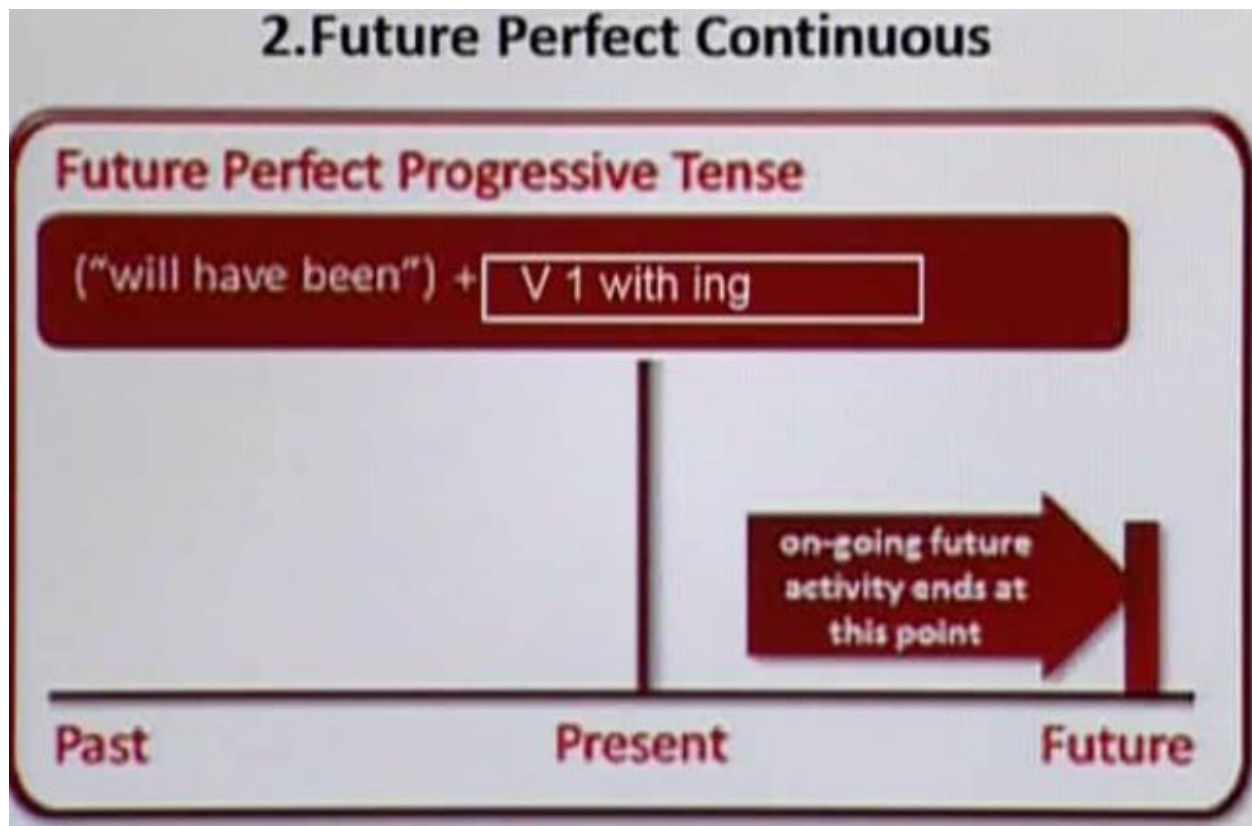
Future perfect continuous tense:

It is used to express a continued or ongoing action that will start in future and is thought to be continued till sometime in future. (an ongoing action in future will continued till sometime in future).

Topic no 150

General tips for tenses

1. Put the verb tense in context.
2. Give students more language to use.
3. Introduce students to the system
4. Focus on one time frame at a time.
5. Focus on only one tense at a time but show it in relation to other tenses in that time frame.
6. Practice.
7. Review.



Topic no 151

Summing Up Tenses

	Simple	Progressive	Perfect	Perfect Progressive
Present	I eat	I am eating	I have eaten	I have been eating
Past	I ate	I was eating	I had eaten	I had been eating
Future	I will eat	I will be eating	I will have eaten	I will have been eating

	Simple	Continuous	Perfect	Perfect Continuous
Present	V1 with 's' or 'es'	Helping Verb+V1 with ing	Helping Verb+ V3	Helping Verb+V1 with ing
Past	V2 V1+ed	Helping Verb+V1 with ing	Helping Verb+ V3	Helping Verb+V1 with ing
Future	Helping Verb+V1	Helping Verb+V1 with ing	Helping Verb+ V3	Helping Verb+V1 with ing

	Simple	Continuous	Perfect	Perfect Continuous
Present	Do, Does	Am, Is, Are	Has, Have	Has been, Have been
Past	Did	Was, Were	Had	Had been
Future	Will, Shall	Will be, Shall be	Will have, Shall have	Will have been, Shall have been

By changing helping verbs, we change the tense if we the same formula.

Topic no 152

Helping Verbs

Helping verbs are **verbs** that, as their name suggests, **help** the main **verb** in a sentence by extending the **meaning** of the **verb**. They add detail to how time is conveyed in a sentence.

As a result, **helping verbs** are used to create the most complicated **verb** tenses in English: the progressive and the perfect aspects. Helping verbs are known also as *Auxiliary verbs*.

	Simple	Continuous	Perfect	Perfect Continuous
Present	Do, Does	Am, Is, Are	Has, Have	Has been, Have been
Past	Did	Was, Were	Had	Had been
Future	Will, Shall	Will be, Shall be	Will have, Shall have	Will have been, Shall have been

By changing helping verbs, we change one tense to another.

Example: I am reading.

I was reading.

I have read.

I had read.

Topic no 153

Regular/Irregular Verbs

A **verb** in which the past tense is formed by adding the usual -ed ending is known as a regular verb.

Examples: Walk, walked and walked

Regular Verbs



Regular verbs in the simple past end in **-ed**. If the base form ends in **-e**, add only **-d**. If the base form ends in **-y** after a consonant, change the **y** to **i** and add **-ed**.

She **moved** back to Kenya.



She **planted** trees.

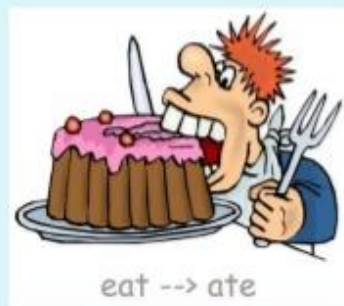
She **studied** biology.



A **verb** in which the past tense is not formed by adding the usual -ed ending. Examples of **irregular verbs** are sing (past tense sang); feel (felt); and go (went).

Irregular Verbs

- To talk about what happened yesterday, we use the **PAST TENSE**.
- Irregular Verbs **CHANGE** completely example:
Go -> Went Eat -> Ate Do -> Did



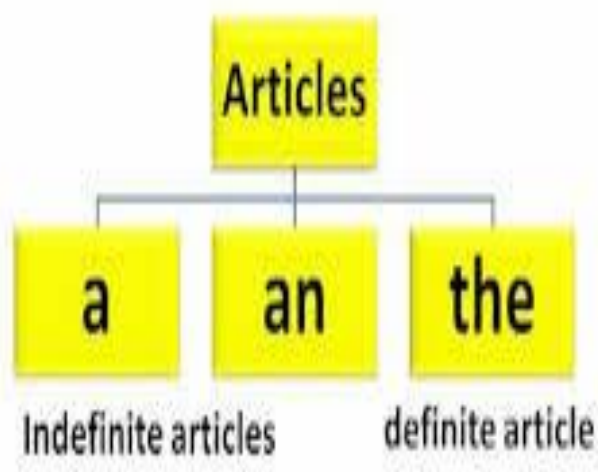
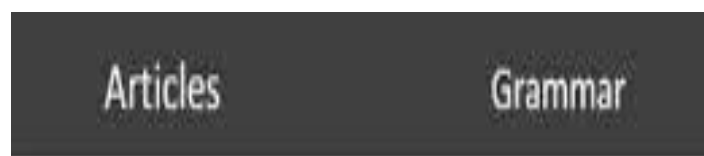
The difference between regular and irregular verbs must be known by the time you teach tenses.

Topic no 154

Articles

An *article* is a word used to modify a noun, which is a person, place, object or idea. Technically, an *article* is an adjective, which is any word that modifies a noun.

Usually adjectives modify nouns through description, but *articles* are used instead to point out or refer to nouns.



LC3009

Usage of Definite Articles

Superlatives:	Everest is the highest mountain in the world.
Inhabitants of a country :	The British live in England.
Holy Books:	The Bible, The Bhagawad Gita, The Quran
Nature:	The earth, the sun, the sky, the stars
Rivers:	The Ganges, The Krishna, The Thames
Seas and Ocean:	The Arabian Sea, The Pacific Ocean
Mountain Chains:	The Himalayas, The Andes, The Nilgiris
Monuments:	The Taj Mahal, The Red Fort, The Eiffel Tower
Important Positions:	The President, The Prime Minister
Musical Instruments:	The Violin, the guitar, the flute
Names of directions:	The east, the north, the south, the west
Countries with Plural names:	The Philippines, the West Indies
Words such as last and next:	The last phase, the next candidate
Ordinal numbers:	The first edition, the second row

The definite article *the* is the most frequent word in English. We use the definite article in front of a noun when we believe the hearer/reader knows exactly what we are referring to. • because there is only one:

The Pope is here.

The President of USA is visiting France.

- We have already mentioned: Anwar has topped. The boy is really intelligent.
- We say something about all the things referred to by a noun:
- The kangaroo is found in Australia.
- We talk about some musical instrument: she plays the piano.
- We talk about system or service: the airline is not doing well or call the police.
- Talking about the whole class: the rich or the doctors
- The name of kingdoms: the USA or the UK.
- Geographical feature: the Himalayas, the Atlantic
- Names of newspapers: The Pakistan Times
- The families: the Jacksons
- Famous buildings: the Badshahi mosque, the Empire State building.
- Organisations: the UNO



Topic no 155**Types of Sentences**

SENTENCES

A sentence is a sequence of words which begins with a capital letter and ends with a full stop (or ! or ?).

- ★ **It forms a complete thought.**
- ★ **It should make sense.**
- ★ **It contains a verb.**

Simple, compound and complex sentences

- **Simple:** It was raining.
- A simple sentence makes sense on its own and usually gives one piece of information (it doesn't have to be a short sentence).

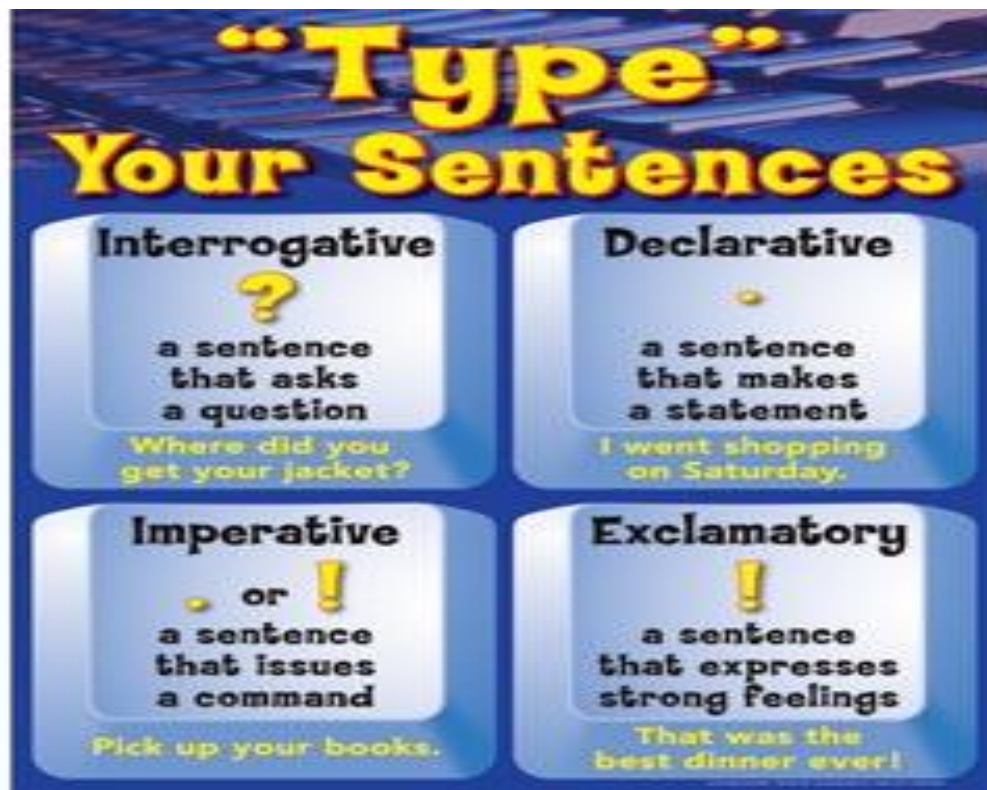
Compound: It was raining **so** I took my umbrella.

A compound sentence has two clauses (two parts of the sentence) joined by a **connective** (**so, and, but, or**).

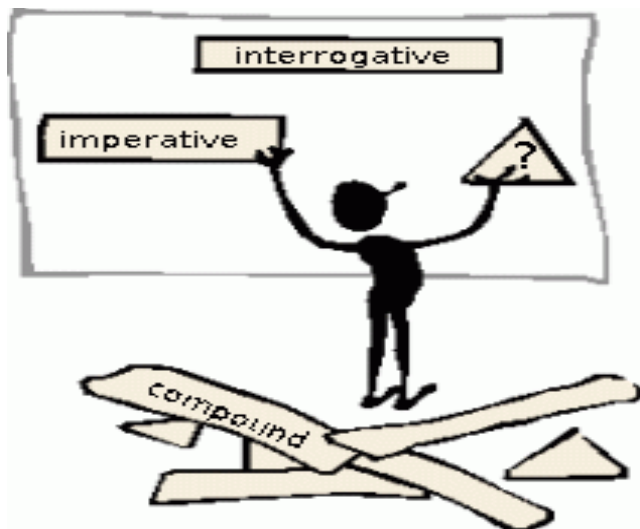
Complex: **As it was raining,** I took my umbrella.

I took my umbrella **as it was raining.**

A complex sentence has a **main clause** (the bit that makes sense on its own) and a **subordinate** clause that adds information (this doesn't make sense on its own).



By looking at the structure and meaning of the sentence, we can come to know the type it has.



Topic no 156

Clauses & Phrases

A clause is a unit of grammatical organization next below the sentence in rank and in traditional grammar said to consist of a subject and predicate.

The subject is what (or whom) the sentence is about, while the predicate tells something about the subject.



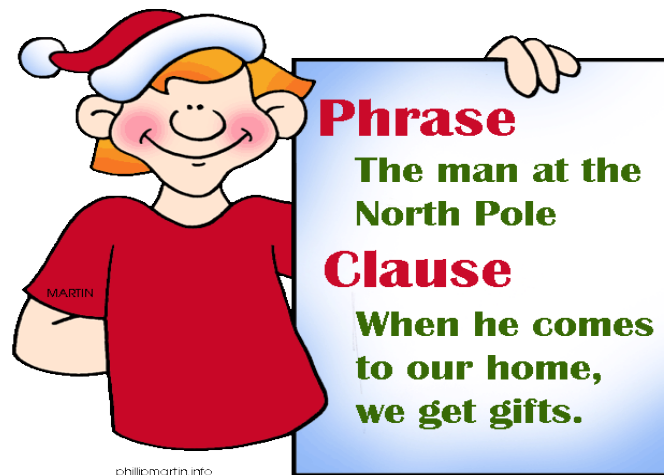
A *phrase* is a sequence of two or more words that make up a grammatical construction, but lacking a complete meaning and hence not a complete clause or sentence:

shady lane(a noun *phrase*); at the bottom (a prepositional *phrase*); very slowly (an adverbial *phrase*).

A sentence must have a subject (expressed or not), a verb, and a complete thought (or "predicate") supplied by a variety of constructions.

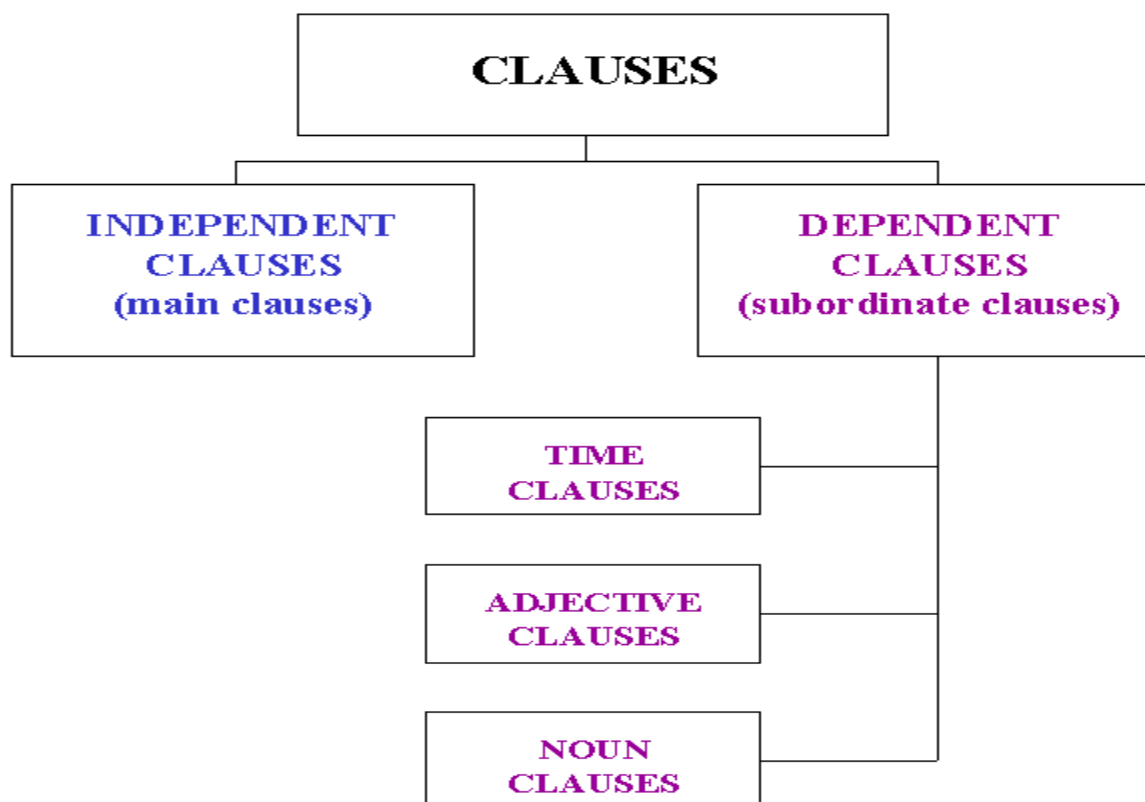
A clause contains a subject and a verb, but can or cannot contain a complete thought.

A phrase is a collection of words without a subject/verb or complete thought.



Topic no 157

Types of Clauses



As is evident from the name, independent clause can work on its own, dependent clause can't give any meaning without the independent clause.

Topic no 158

Independent Clauses

“Main (or independent) clause is a clause that expresses a complete thought and can stand as a sentence.

Examples:

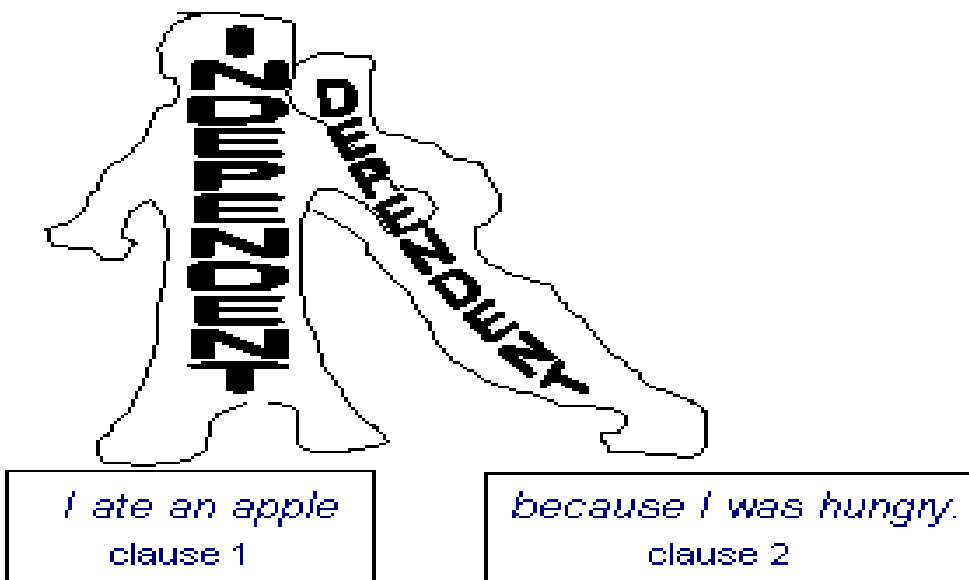
I met the boy who had helped me.

She is wearing a shirt which looks nice.

The teacher asked a question but no one answered.

He takes medicine because he suffers from fever.

He became angry and smashed the vase into pieces.



In the above sentences each underlined part shows main clause. It expresses complete thought and can stand as a sentence that is why a main or an independent clause is normally referred as a simple sentence.

Topic no 159

Dependent Clauses

Subordinate or dependent Clause

Subordinate (or dependent) clause is a clause which does not express complete thought and depends on another clause (main clause) to express complete thought.

Subordinate clause does not express complete idea and can't stand as a sentence. A sentence having a subordinate clause must have a main clause.

Example:

He likes Chinese rice which tastes good.

The clause "which tastes good" in above sentence is a subordinate clause because it does not express complete thought and can't stand as a sentence.

It depends on main clause (he likes Chinese rice) to express complete thought.

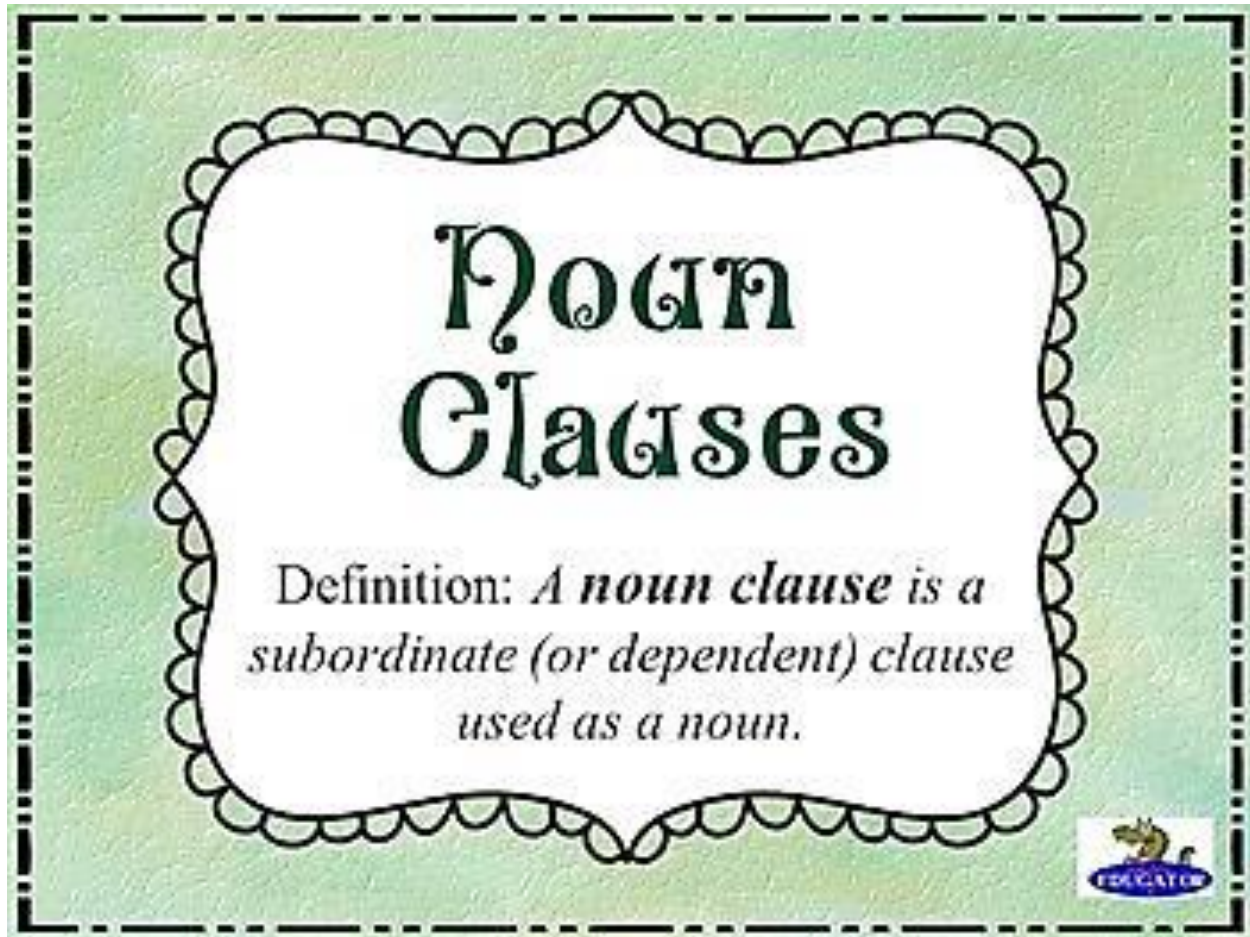
Similarly: I met the boy who had helped me.

Topic no 160

Types of Dependent Clauses

A subordinate (dependent) clause may function as a noun, an adjective or an adverb in sentence. On the basis of their function in a sentence, subordinate clauses can be divided in to following types.

1. Noun Clause
2. Adjective Clause.
3. Adverb Clause



Noun Clause

“A dependent clause that functions as a noun in a sentence is called noun clause.”
A noun clause performs same function like a noun in a sentence.

Example:

1. **What he did** made a problem for his family.
2. Now I realize **what he would have thought**.

Adjective Clause

“A dependent clause that functions as an adjective in a sentence is called adjective clause.”

1. We know all the **students** who have secured distinction in the exams.

Noun *adjective clause*

2. The last **book** that we read was *The Great Gatsby*.

Noun *adjective clause*

3. He is the **poet** whom we have invited.

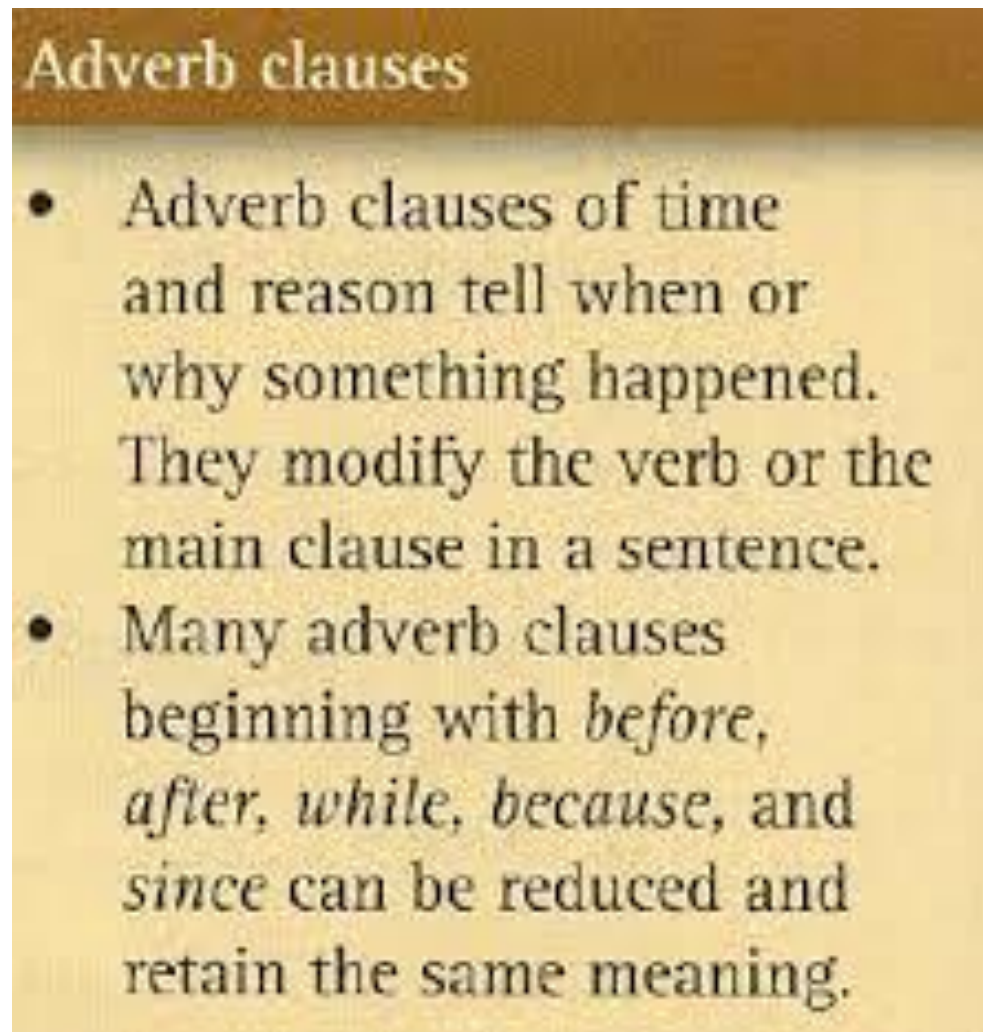
Noun *adjective clause*

Example:

1. He wears a shirt **which looks nice.**

2. The book **which I like** is helpful in preparation for test.

An adjective clause works like adjective in a sentence. The function of an adjective is to modify (describe) a noun or a pronoun. Similarly a noun clause modifies a noun or a pronoun.

Topic no 161**Adverb clauses**

Adverb Clause “A dependent clause that functions as an adverb in a sentence is called adverb clause”

Examples:

1. Don't go **before he comes**.

2. **Although he tried a lot**, he couldn't climb up the tree.

An adverb clause like an adverb modifies a verb, adjective clause or other adverb clause in a sentence.

Example:

- They arrived before the game had ended.
- "before the game had ended" is the adverb clause modifying the verb *arrived* telling when.

It describes the situation in main clause in terms of “time, frequency (how often), cause and effect, contrast, condition, intensity (to what extent).”

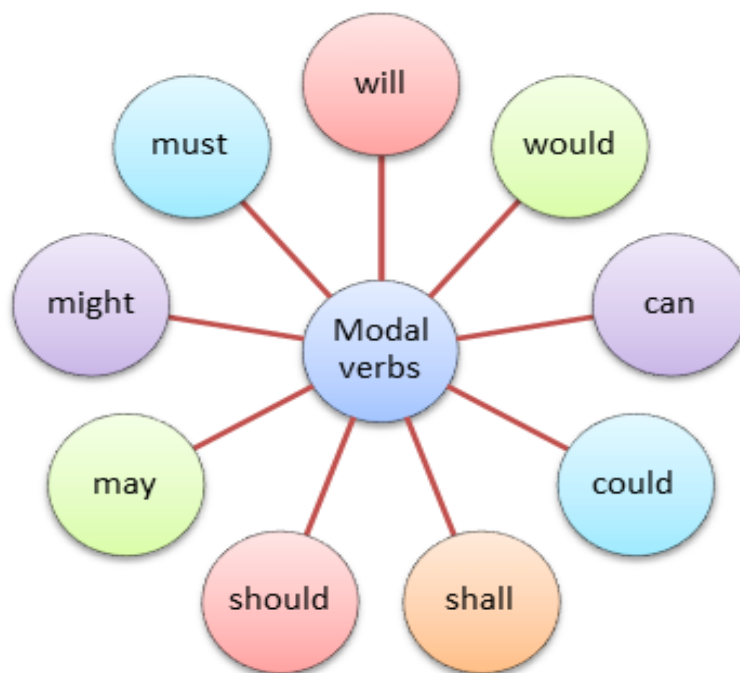
Topic no 162

Related to Grammar Modals

A modal (also 'modal verb', 'modal auxiliary verb', 'modal auxiliary') is a type of auxiliary verb that is used to indicate modality – that is, likelihood, ability, permission, and obligation.

They are different from normal verbs like "work, play, visit..." They give additional information about the *function* of the main verb that follows it.

Examples include the English verbs can/could, may/might, must, will/would, and shall/should.



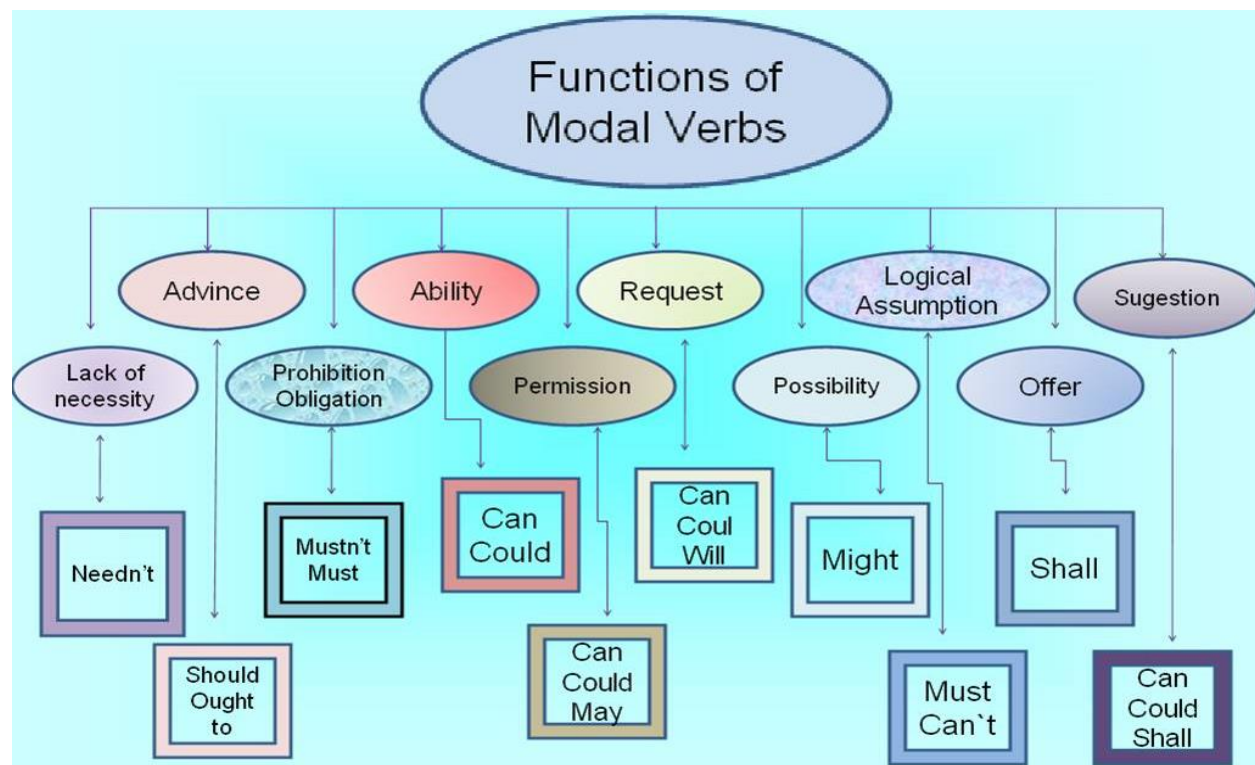
Some characteristics of modal verbs:

- They never change their form. You can't add "s", "ed", "ing"...
- They are used to indicate modality: they allow speakers to express certainty, possibility, willingness, obligation, necessity, ability.
- They are NEVER used with other auxiliary verbs such as do, does, did etc. The negative is formed simply by adding "not" after the verb.
- They are NEVER followed by *to*, with the exception of *ought to*.

Topic no 163

Using Modals

Advice	Should Ought to Had better
Ability	Can (Present) Could (Past) Be able to (Other tenses)
Permission	Can Be allowed to (Other tenses)
Possibility	Could, may, might (possible) Can't (impossible) Must (sure)
Prohibition	Mustn't
Necessity	Need
Obligation	Have to Must Don't have to (no obligation)



Modal verbs are used to express functions such as:

Permission

Ability

Obligation

Prohibition

Lack of necessity

Advice

possibility

probability

Topic no 164

Forming Questions

There are two basic ways to form questions:

1. By using helping verb in the beginning of the sentence.

Example: Do you go to school?

Are you coming here?

	Simple	Continuous	Perfect	Perfect Continuous
Present	Do, Does	Am, Is, Are	Has, Have	Has been, Have been
Past	Did	Was, Were	Had	Had been
Future	Will, Shall	Will be, Shall be	Will have, Shall have	Will have been, Shall have been

2. By using Question Words or sometimes known as ‘W’ family words in the beginning of the sentence.

(What, where, when, who, whose, why etc)



QUESTION ORDER

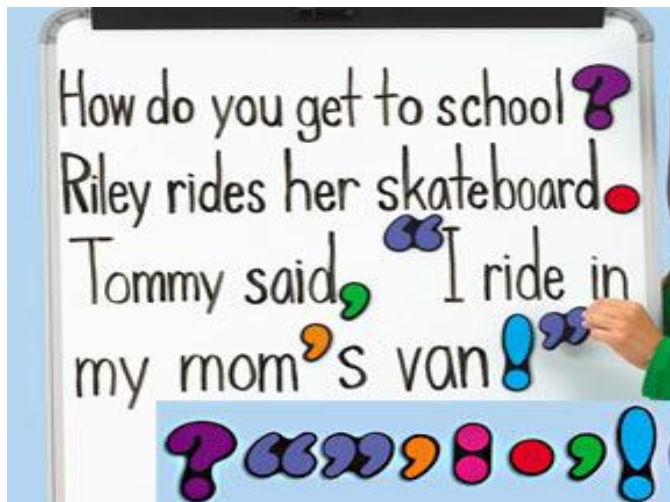
<u>Qw</u> (question word)	<u>A</u> (auxiliary verb)	<u>S</u> (subject)	<u>V**</u> (verb)	<u>O</u> (other)
Who	is	your boss?		
What	is	your name?		
When	is	the meeting		on Monday?
Where	is	the office?		
Why	am	I		in English class?
How	are	you		today?
How old	is	she?		
What time	is	it?		

We have to keep in mind the principles related to tenses while forming questions using the question words. We can't afford to ignore the grammar rules.

Topic no 165

Punctuation

Punctuation means: the marks, such as full stop, comma, and brackets, used in writing to separate sentences and their elements and to clarify meaning.





While teaching Punctuation, pay attention particularly on the use of comma(,), semi colon(;) and colons(:).

Topic no 166

More about Listening

Listening Strategies

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

What are listening strategies?

They are techniques or activities that contribute directly to the comprehension and recall of listening input.

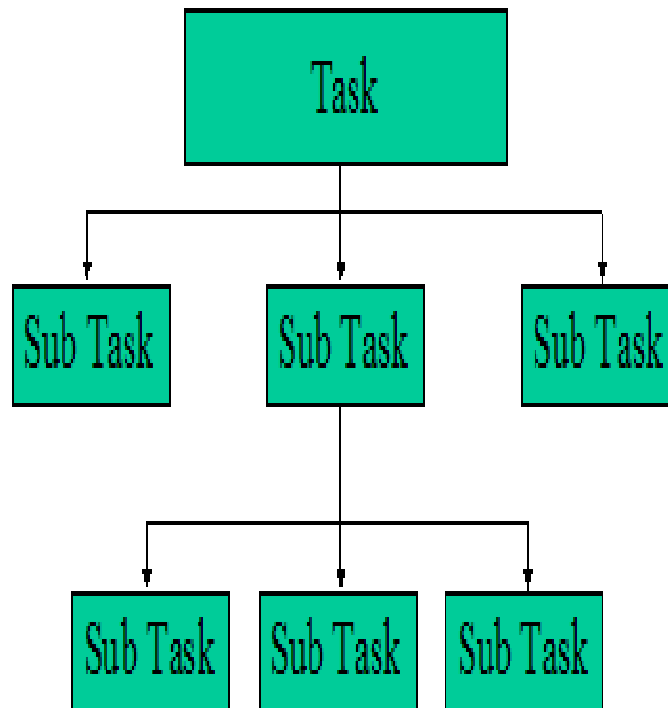


Top-down strategies are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language.

This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next.

Top-down strategies include :

- listening for the main idea
- predicting
- drawing inferences
- summarizing



Bottom-up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning.

Strategies for Developing Listening Skills

2. Bottom-up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning.

Bottom-up strategies include:

- listening for specific details
- recognizing cognates
- recognizing word-order patterns

Bottom-up strategies include:

- listening for specific details
- recognizing cognates
- recognizing word-order patterns

Bottom-up strategies include:

- listening for specific details
- recognizing cognates
- recognizing word-order patterns



Topic no 167

Metacognitive Strategies

Strategic listeners also use *metacognitive strategies* to plan, monitor, and evaluate their listening.



Metacognitive strategies refers to methods used to help students understand the way they learn; in other words, it **means** processes designed for students to 'think' about their 'thinking'.

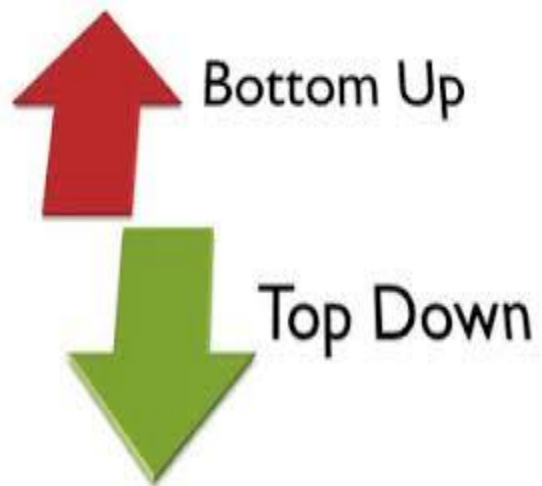
- They plan by deciding which listening strategies will serve best in a particular situation.
- They monitor their comprehension and the effectiveness of the selected strategies.
- They evaluate by determining whether they have achieved their listening comprehension goals and whether the combination of listening strategies selected was an effective one.



Topic no 168

Listening for Meaning

- Figure out the purpose for listening. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate listening strategies.
- Attend to the parts of the listening input that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information for short-term memory.
- Select top-down and bottom-up strategies that are appropriate to the listening task and use them flexibly and interactively.
- Students' comprehension and confidence improve when they use top-down and bottom-up to construct meaning.



- Check comprehension while listening and when the listening task is over.

Comprehension means 'understanding'.

Monitoring comprehension helps students detect inconsistencies and comprehension failures, directing them to use alternate strategies.

Topic no 169

Listening Activities

1. Construct the listening activity around a contextualized task.
2. Define the activity's instructional goal and type of response. It means: main idea, sounds, text type etc.



3. Check the level of difficulty of the listening text.
4. Use pre-listening activities to prepare students for what they are going to hear or view.
5. Use pre-listening activities to prepare students for what they are going to hear or view.

Sample pre-listening activities:

- looking at pictures, maps, diagrams, or graphs
- reviewing vocabulary or grammatical structures
- reading something relevant

Topic no 170**Speaking**

The action of conveying information or expressing one's feelings in speech.

Speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information (Brown, 1994; Burns & Joyce, 1997).



Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking

It is often spontaneous, open-ended, and evolving. Often predictable. Language functions (or patterns) can be identified (Burns & Joyce, 1997).



WHAT IS SPEAKING?

└ Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts."

(Chaney, 1998, p. 13)

Topic no 171

Types of Speaking

There are different types of speaking depending upon the situation and the environment, where the speaking takes place. Few important types are given here:

One-on-One: student-teacher or student-student where students are asked to discuss or explain some question or problem.



Small-Group or Team-Based Oral Work: Smaller-scale settings for discussion, deliberation, and problem solving.



Full-Class Discussions (Teacher- or Student-Led): Typically less agonistic, argument-based, and competitive than debate and deliberation but still dialogic in character.

Discussions

- Students will discuss the topic
- Then the teacher or leader of group ask the questions and discussions are carried out.



In-Class Debates and Deliberations: A structured consideration of some issue from two or more points of view.



Speeches and Presentations: Classically, the stand-up, podium speech delivered by an individual from an outline or script. Also includes group presentations or speaking.



Oral Examinations: Can take place in the instructor's office, in small groups, or before a whole class.



Topic no 172

Principles of Speaking

Purpose:

Audience:

Logistics:

Content:

Organization:

Credibility:

Performance:

Speaking Skills

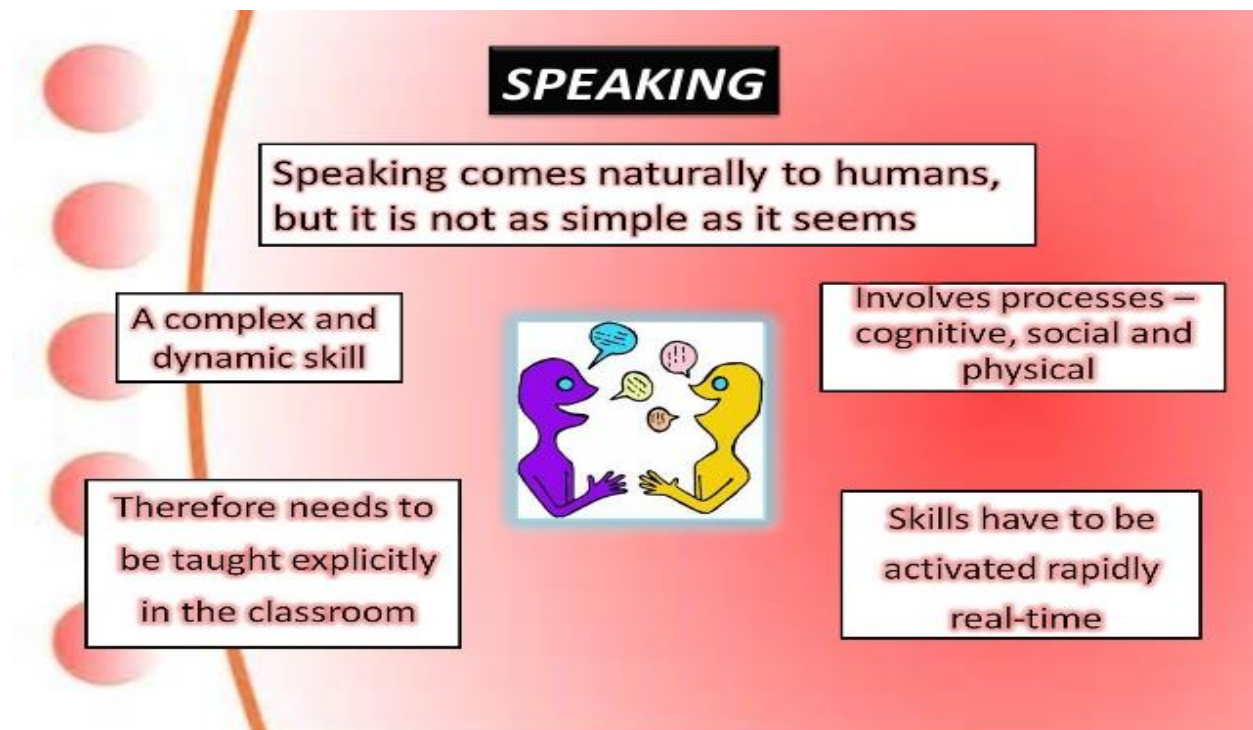
Know what you want to say
Control Fear
Stop Talking and Listen
Think before you talk
Believe in your message
Repeat Major Points
Find Out what your Listener wants

A speaker's skills and speech habits have an impact on the success of any exchange (Van Duzer, 1997).



Topic no 173

Teaching Principles of Speaking



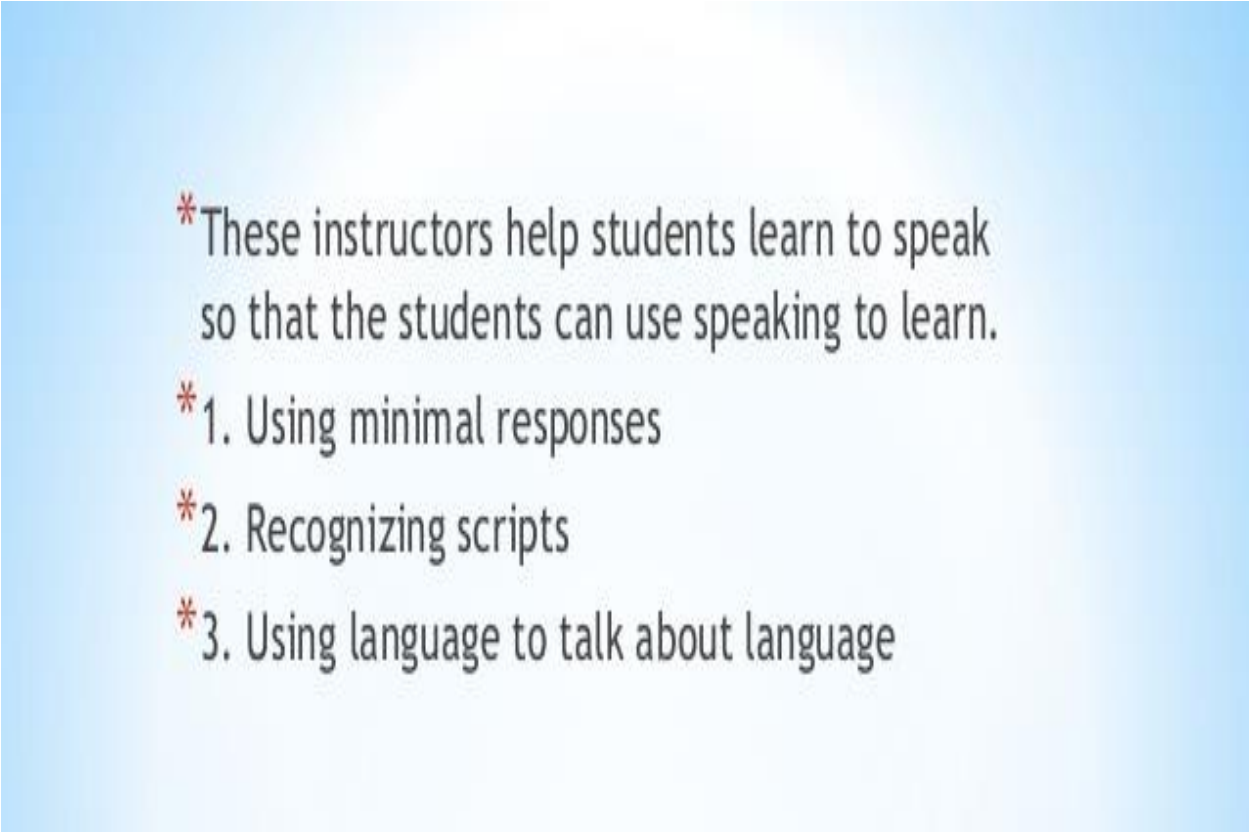
Principles for Teaching Speaking Skills

1. Focus on both fluency and accuracy
2. Provide intrinsically motivating techniques
3. Encourage the use of authentic language
4. Provide appropriate feedback and correction
5. Capitalize on the natural link between speaking and listening
6. Give students opportunities to initiate oral communication
7. Encourage the development of speaking strategies

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency.

Topic no 174**More about Speaking****Speaking Strategies**

Speaking strategies can use to help themselves expand their knowledge of the language and their confidence in using it. The instructors help students learn to speak so that the students can use speaking to learn.

- 
- * These instructors help students learn to speak so that the students can use speaking to learn.
 - * 1. Using minimal responses
 - * 2. Recognizing scripts
 - * 3. Using language to talk about language

Using minimal responses

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying.

Using Minimal Responses

One way to encourage learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying.

This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next.

Recognizing Scripts:

Some communication situations are associated with a predictable set of spoken exchanges -- a script.

Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts.

Using language to talk about language: Language learners are often too embarrassed or shy to say anything when they do not understand another speaker. Instructors can help students overcome their shyness.

NEED CONFIDENCE?



By using clarification phrases, they can manage the communication and they can become confident about using the language.

To develop this skill, the students need intensive practice. Speaking practice is usually done in pair & group work.



Topic no 175**Pronunciation**

Pronunciation

Pronunciation is a necessary part of speaking (oral communication). It involves making *correct sounds* of a particular language, as well as how sounds are put together in the flow of speech.

Tips for improving Pronunciation:

- **Learn the Rules**
- **Learn the Meaning *and* Pronunciation**
- **Listen**
- **Record Yourself**
- **Write Things Down**
- **Consult Technical Sources**
- **Practice**



- Pronunciation of individual sounds
- Word stress
- Sentence stress
- Rhythm
- Intonation

- **Word Stress**

The stress placed on syllables within words is called word stress or lexical stress. Some languages have fixed stress including English also.

/ˈneɪʃ(ə)n/

/təˈɡræðə/

word	shape	total syllables	stressed syllable
<u>PHO</u> TO GRAPH		3	# 1
PHO <u>TO</u> GRAPH ER		4	#2
PHO TO <u>GRAPH</u> IC		4	#3

- **Sentence Stress**

Sentence stress is accent on certain words within a sentence. For example:

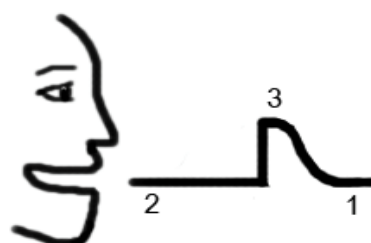
1. **What did he say to you in the garden?**
2. **How long are you going for?**

Intonation describes how the voice rises and falls in speech. The three main patterns of intonation in English are: falling intonation, rising intonation and fall-rise intonation.

Where's the nearest post-office? (falling)

Are you thirsty?(rising)

fall	fall-rise	rise
		



Topic no 176

Some Tips for speaking



Some tips

I Love You



- Talk to yourself in English
- Repeat what you hear
- Have something to talk about (keep up-to-date)
- Join conversation clubs (let's talk)
- Participate in your English lessons
- Make friends with people who don't speak your first language.
- Teach someone English
- Keep a journal to talk about your daily activities
- Retell stories

A FEW THINGS TO KEEP IN MIND...

“The only way to learn to speak is to speak and speak, and speak and speak, and speak and speak and speak.”

◦ *Elbert Hubbard*



Practice is the main key for the success in speaking skill.

Topic no 176

Speaking Activities

Part 1	Part 2	Part 3
• about 12 questions • 3 everyday topics • short answers • about 4 minutes	• Cue card question • 1 minute preparation time • speak for 2 minutes	• Interview style questions • 4/5 questions • same topic as part 2 • about 4 minutes

Part	Time	Category
1	4-5 minutes	Introduction & Interview on Familiar Topics
2	3-4 minutes	Individual Long or Extended Speaking or Monologue
3	4-5 minutes	Two-Way Discussion or Topic Discussion

Speaking Strategy Frame #1

* DIVIDE INTO 3 PART STRUCTURE

Question: Describe something you own which is very important to you.

1. The most **important thing** that I own is **my lpad** **because it** makes my life more **efficient** AND **it's** (**it is**) **helpful** for school.
1. Also, **I really value** **my car** **as it** gets me from place to place AND **it** makes it **easier** to carry groceries home.
1. Finally, **I love** **my music collection** **because of** the **relaxation and enjoyment** it provides.



All of these activities can be conducted in classroom for improving speaking skill.

Teaching Speaking Today

Mastery in speaking is the ability to:

- Produce English rhythm, stress, and intonation
- Produce English vowel, consonant, and cluster sounds as repair strategies
- Complete authentic tasks where information is shared orally

Topic no 177

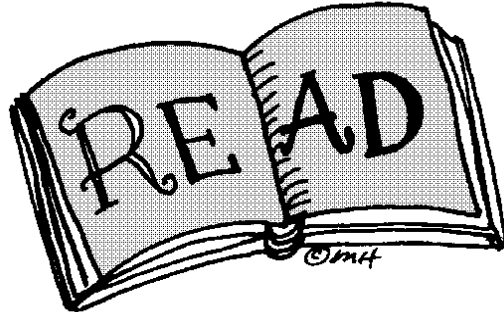
Reading

Reading is making meaning from print. It requires that we:

- Identify the words in print – a process called word recognition
- Construct an understanding from them – a process called comprehension

- Coordinate identifying words and making meaning so that reading is automatic and accurate – an achievement called fluency.

Reading in its fullest sense involves weaving together word recognition and comprehension in a



fluent manner

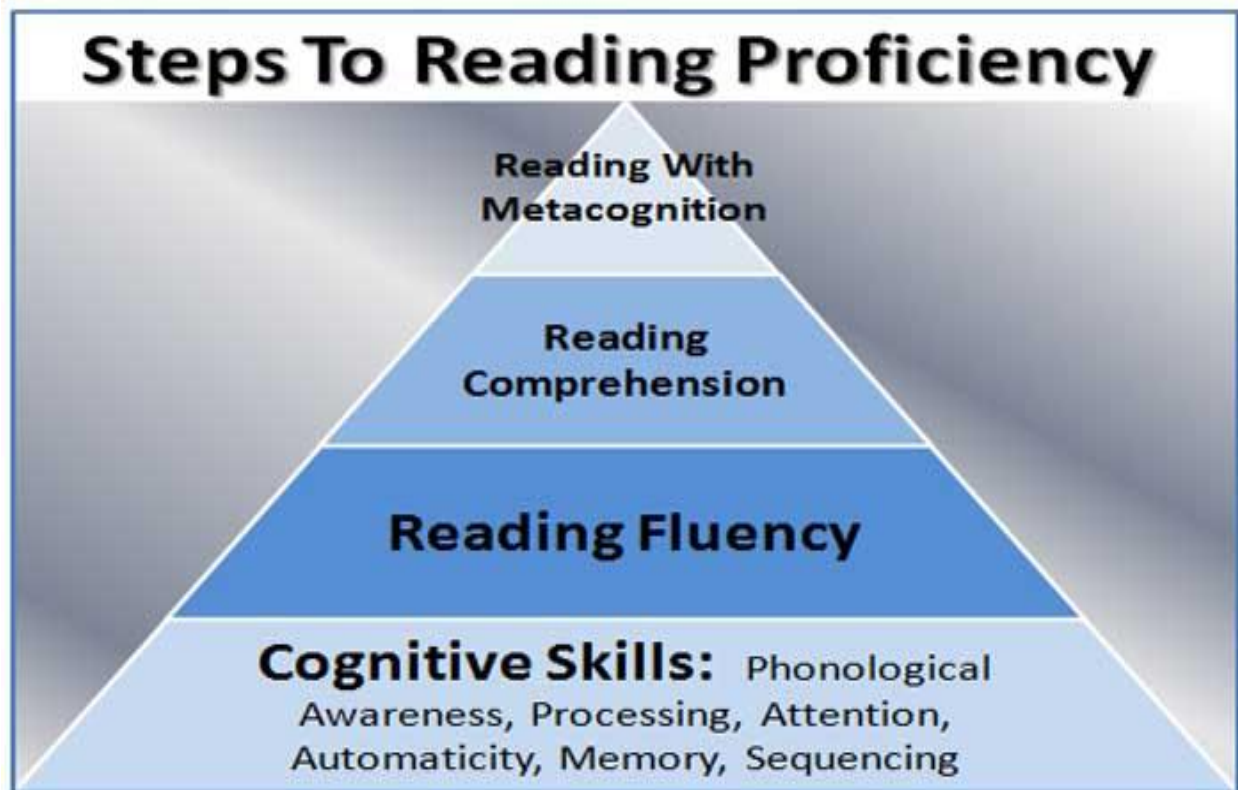
Topic no 178

Reading Proficiency

Read more difficult materials

- Newspapers
- Magazines
- Books
- Online articles
- Stories
- Academic journals

All of these types of reading involve certain steps of reading proficiency: Cognitive Skills, Reading Fluency, Comprehension and Metacognition.



These steps collectively help in proficient reading. It is worth mentioning the higher steps are more complex as compared to the lower ones.

Topic no 179

Skimming and Scanning

Skimming and Scanning

Skimming and scanning helps you to find information easily and quickly. It is a really useful skill to have and will help you answer comprehension questions.

What is skimming and scanning?

Skimming is when you read through a piece of writing quickly to see what it is about.

Scanning is when you scan the page with your eyes to find answers to questions.

Skimming and scanning are two very different strategies for *speed reading*. Skimming refers to looking *only* for the general or main ideas. With skimming, your overall understanding is reduced because you don't read everything.

You read only what is important to your purpose. Skimming takes place while reading and allows you to look for details in addition to the main ideas.

How to Skim?



Working quickly...

1. Read the title if there is one.
2. Read the introduction or the first paragraph if there is one.
3. Read the first sentence of every other paragraph.
4. Notice any pictures, charts, or graphs.
5. Notice any italicized or boldface words or phrases.
6. Read the summary or last paragraph if there is one.

Examples of Skimming:

- The Newspaper – *to quickly get the general news of the day*
- Magazines – *to quickly discover which articles you would like to read in more detail*
- Business and Travel Brochures – *to quickly get informed*



While **scanning**, you look *only* for a specific fact or piece of information without reading everything. You scan when you look for your favourite show listed in the cable guide, for your friend's phone number in a telephone book, and for the sports scores in the newspaper. Scanning also allows you to find details and other information in a hurry.

- **Scanning** is a **selective reading process**.
- When you scan, you will try **to locate facts quickly** and also find answers to specific questions.
- To scan, you should know what information you are searching for even before you start to read.
- To scan quickly, you must only look for words or information which you need.



My brother Russell thinks monsters live in our bedroom closet at night. But I told him he is crazy.
“Go and check then,” he said.
I didn’t want to. Russell said I was chicken.
“Am not,” I said.
“Are so,” he said.
So I told him the monsters were going to eat him at midnight. He started to cry. My dad came in and told the monsters to beat it. Then he told us to go to sleep.
“If I hear any more about monsters,” he said, “I’ll spank you.”

People who know how to skim and scan are flexible readers. They read according to their purpose and get the information they need quickly without wasting time.



Topic no 180**Reading Strategies**

Instructors can help the students by applying these strategies:

- Previewing: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection.

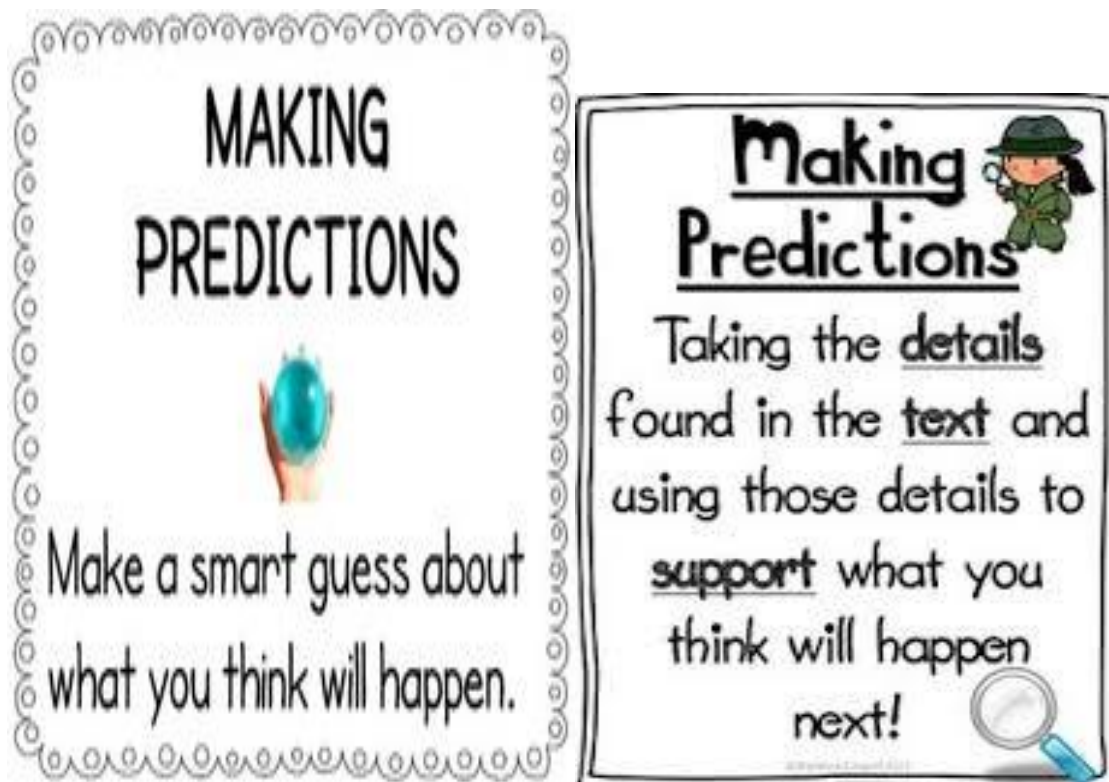
Preview the Title

- If you are reading a novel look at the title and ask yourself the following questions:
 - What does the title mean?
 - What reasons could the writer have for choosing the title?
 - Based on the title what do I predict will happen in the story?

Great readers preview the text
by looking at...

- ✓ Title
- ✓ Author
- ✓ Illustrations
- ✓ Blurb

- Predicting: using knowledge of the subject matter to make predictions about content, vocabulary, structure writing style, and context.



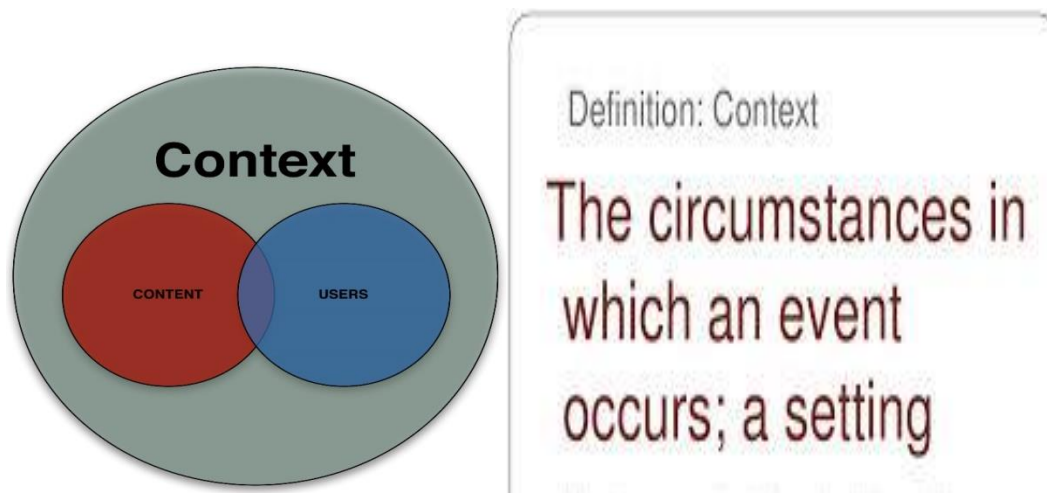
- Skimming and scanning: using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions

Skimming and Scanning

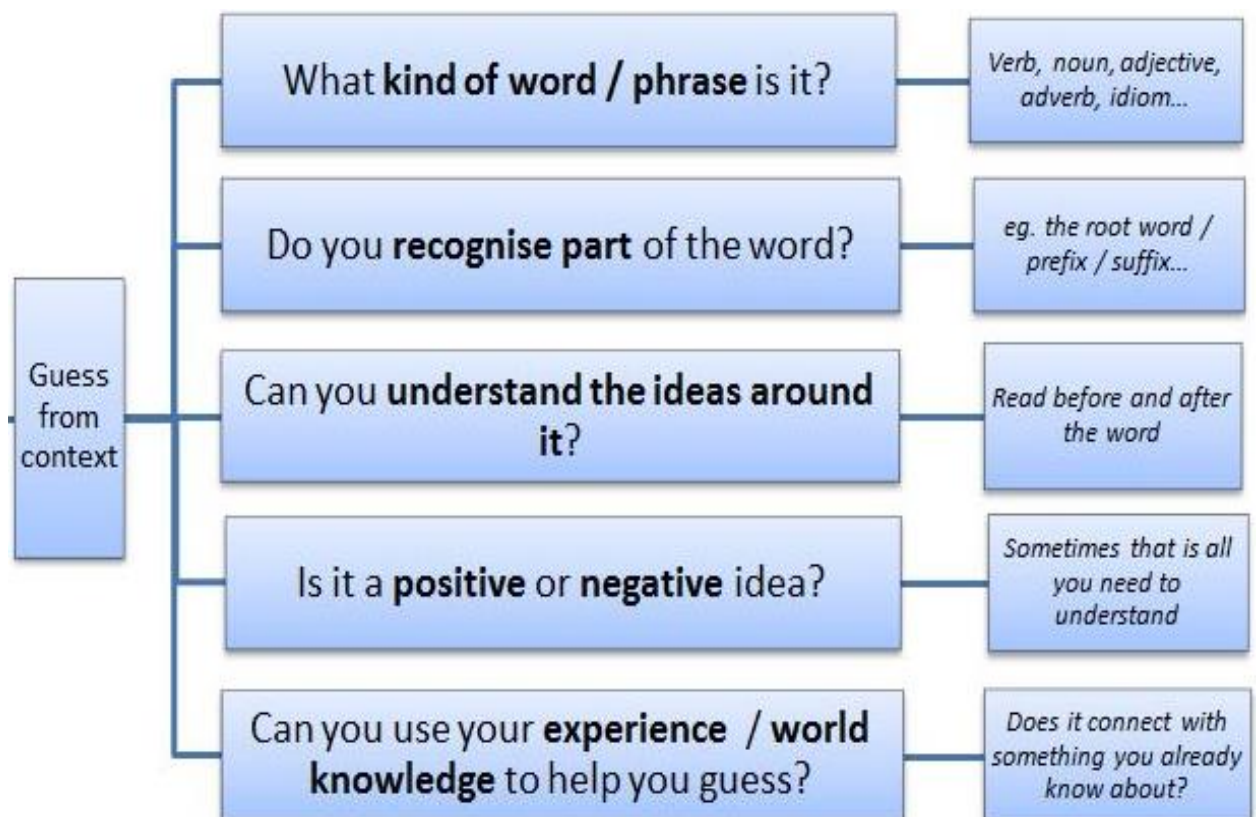


Skimming and scanning are two specific speed-reading techniques, which enable you to cover a vast amount of material very rapidly. These techniques are similar in process but different in purpose.

Whereas context means the main picture.



- Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up.



- Paraphrasing: stopping at the end of a section to check comprehension by restating the information and ideas in the text.



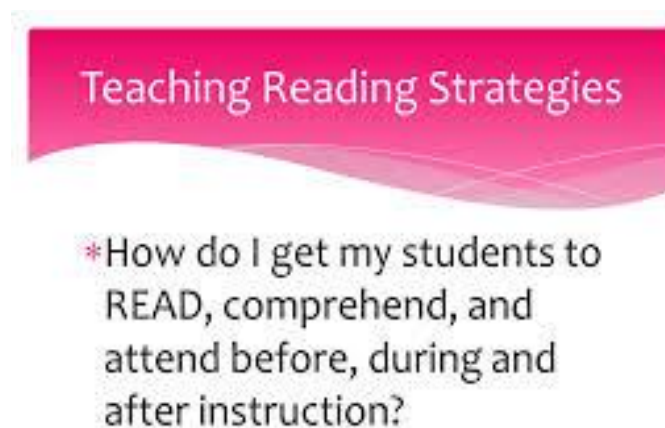
You can employ these techniques/ strategies for the reading activities.

Topic no 181

Integrating Strategies

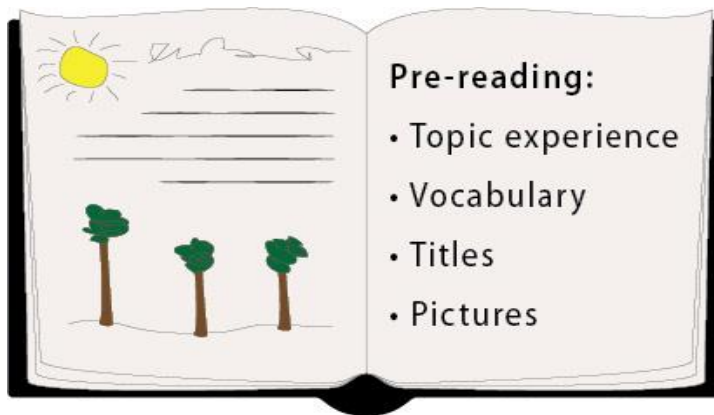
Instruction in reading strategies is an integral part of the use of reading activities in the language classroom.

Instruction in reading strategies is an integral part of the use of reading activities in the language classroom.



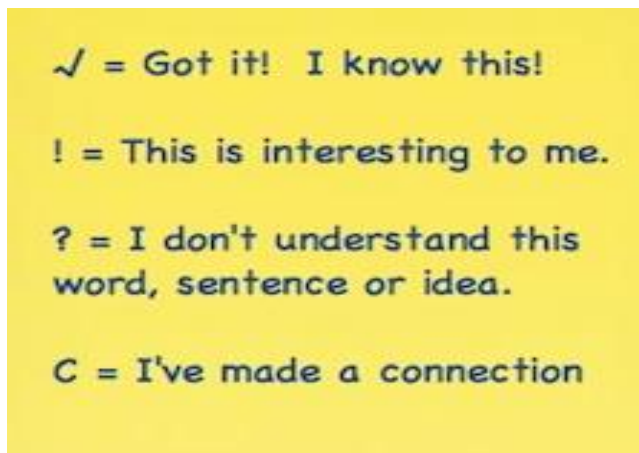
Before reading: Plan for the reading task:

- Set a purpose or decide in advance what to read for
- Decide if more linguistic or background knowledge is needed
- Determine whether to read text from the top down (attend to the overall meaning) or from the bottom up (focus on the words and phrases)



During and after reading:

- Monitor comprehension
- Verify predictions and check for inaccurate guesses
- Reread to check comprehension
- Ask for help



After reading: Evaluate comprehension and strategy use

- Evaluate comprehension in a particular task or area
- Evaluate overall progress in reading and in particular types of reading tasks
- Decide if the strategies used were appropriate for the purpose and for the task
- Modify strategies if necessary

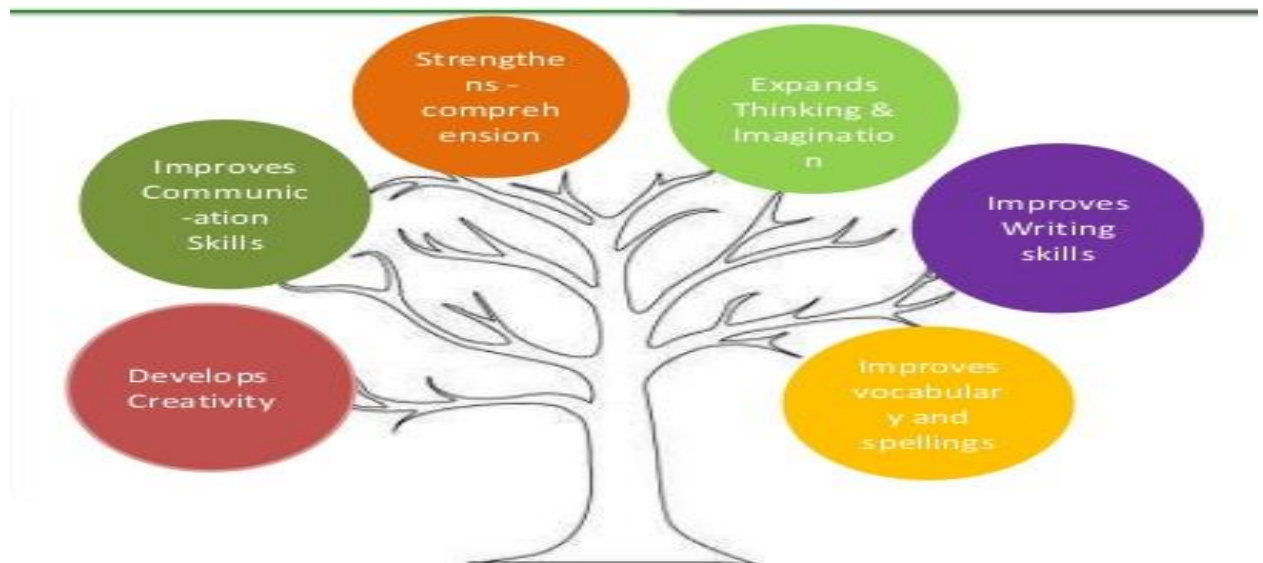
Whip

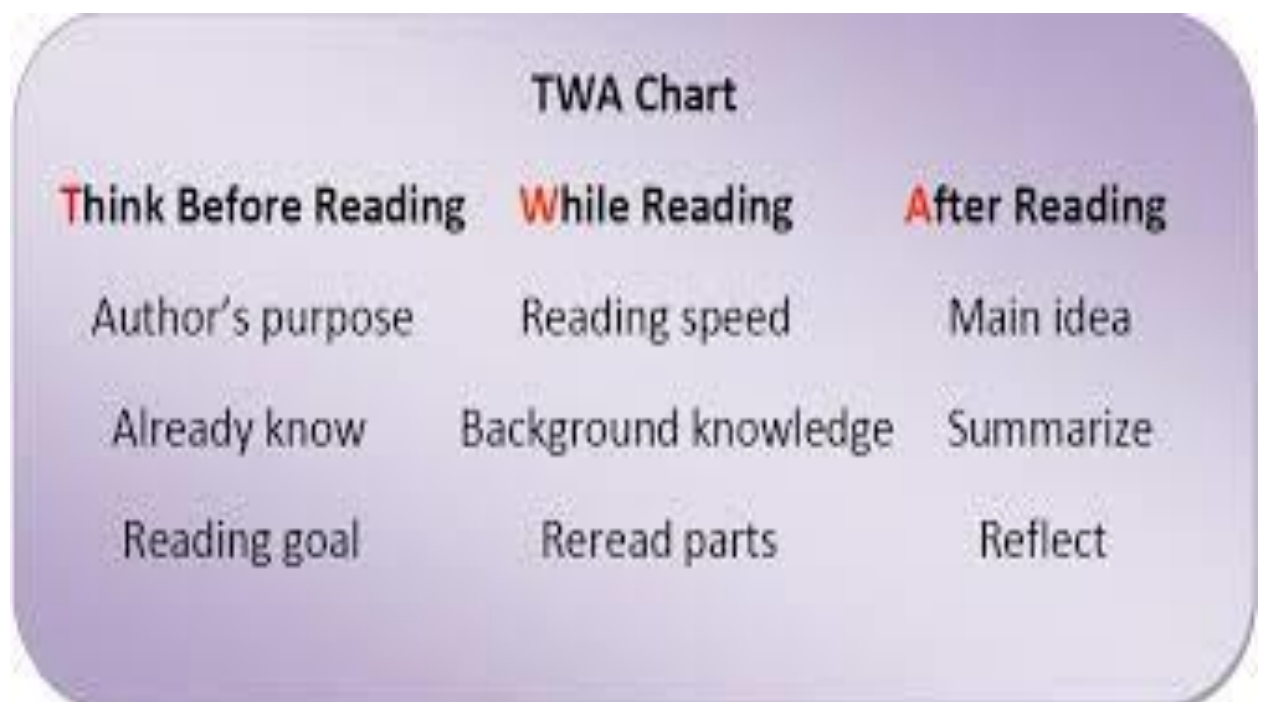
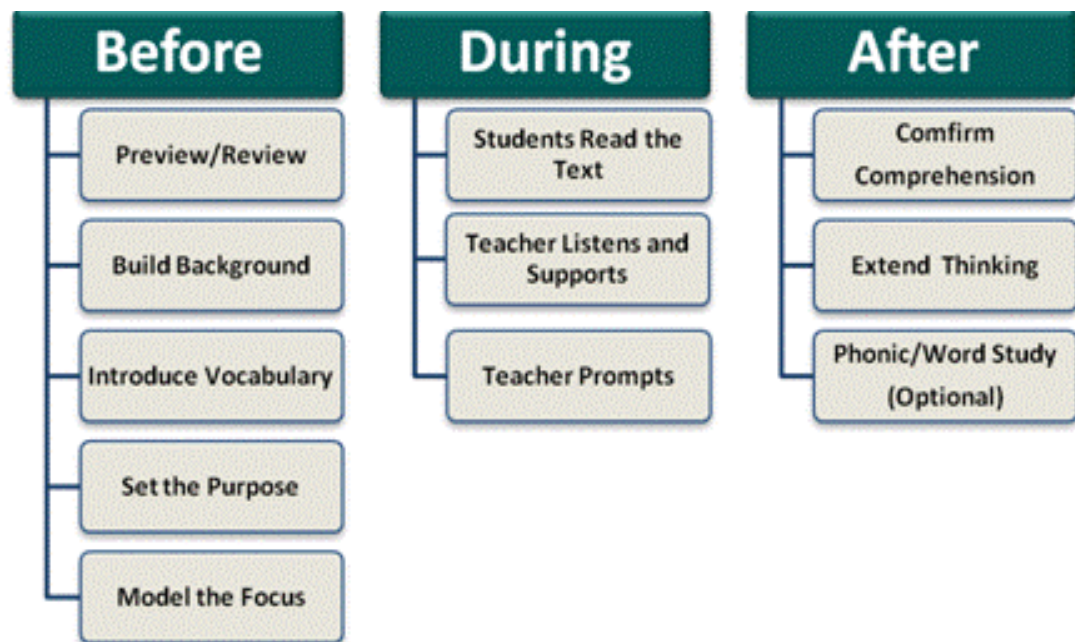
- Whip is an activity used after reading the text.
- This is when a teacher goes around the room and asks students questions about the text after reading it.
- The questions are usually given to the students before reading so they know what to specifically look for or listen to while reading.
- This strategy allows students to recall information they have just read.

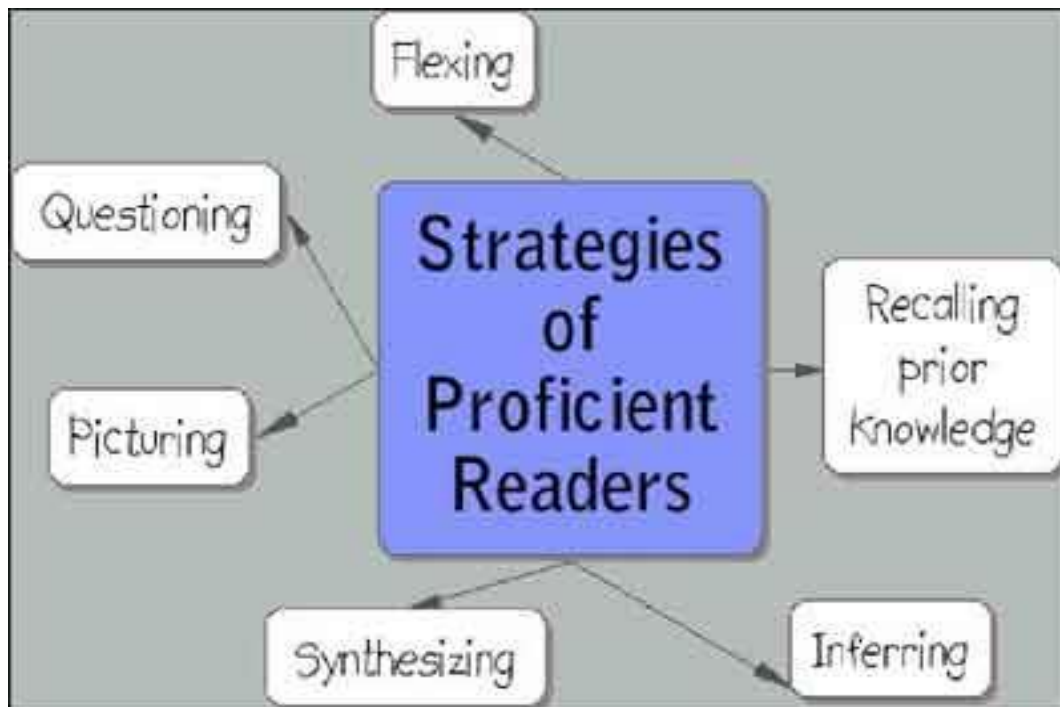
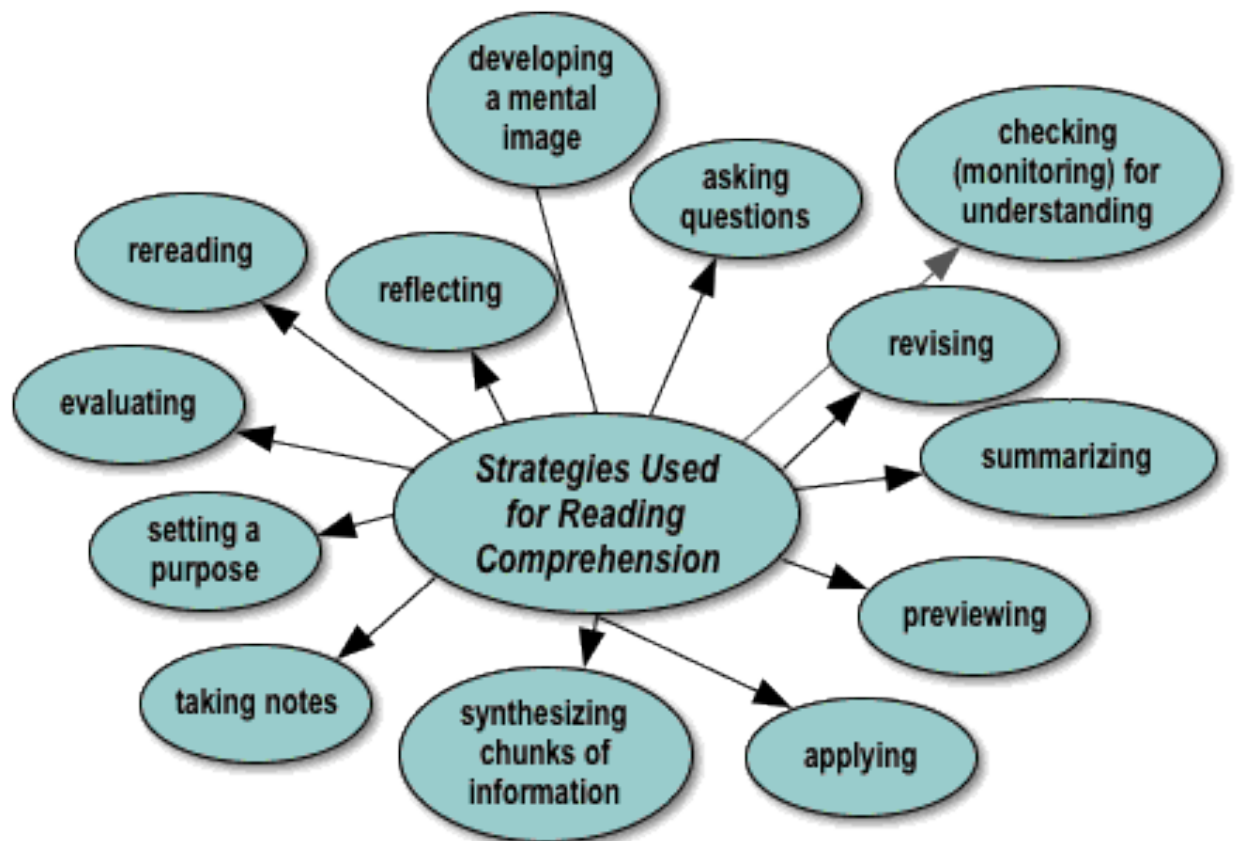
This way, you can use these three phases of techniques/ strategies for the reading activities.

Topic no 182

Summing Up reading Strategies









3-2-1 STRATEGY

- The 3-2-1 strategy is used **after** reading.
- This strategy is a good end-of-the-period activity to review the day's lesson and promote higher order thinking.
- The 3-2-1 strategy involves steps and writing. These steps are:
 - 3 = three things they discovered.
 - 2 = two things they found interesting.
 - 1 = one question they still have.
- This writing strategy is to help students comprehend what they have read.

All of these or some of these strategies can be used in a classroom to conduct reading activity.

Topic no 183**Writing**

The activity or skill of writing. *Writing* is a method of representing language in visual or tactile form. *Writing* systems use sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numerals.



Words spoken are symbols of affections or impressions of the soul; written words are symbols of words spoken. And just as letters are not the same for all men, sounds are not the same either) although the affections directly expressed by these indications are the same for everyone, as are the things of which these impressions are images. Aristotle (1938: 115)

- ✎ Writing can be said to be the act of forming the symbols: making marks on flat surface of some kind.
- ✎ Writing is a process where symbols have to be arranged according to a certain conventions to form words and words have to be arranged to form sentences.
- ✎ Writing involves encoding of a message of some kind: that is we translate our thoughts into language.
(Byren, 1988)



WHAT IS WRITING?

The representation of language in a textual medium through the use of a set of signs or symbols . It is distinguished from illustration, such as cave drawing and painting, and non-symbolic preservation of language via non-textual media, such as magnetic tape audio.

- **Definition Writing**—writing that tells what a specific term means.
 - **Extended Definition**—a definition that conveys the author's *attitude* toward the term and his or her *purpose* for defining the term.

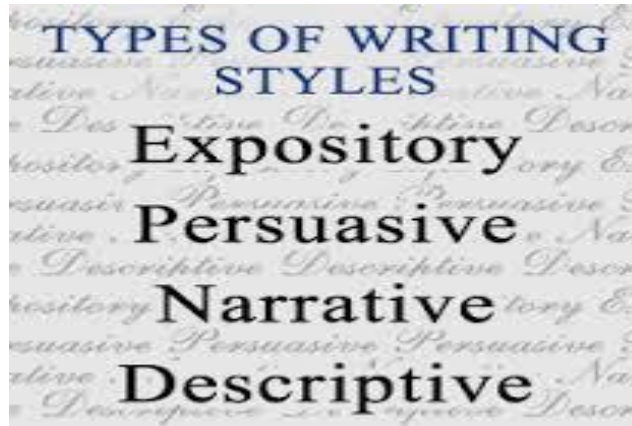
Topic no 184

Types of Writing

There are different types of writing depending upon the situation and the environment, where the writing takes place. Few important types are given here:

- 
- Biography
 - Autobiography
 - Memoir
 - Essay
 - Interview
 - Article
 - Diary
 - Speech
 - Letter

Normally, There are four main *types of writing*: expository, persuasive, narrative, and descriptive.



Narrative – Writing in which the author tells a story. The story could be fact or fiction.

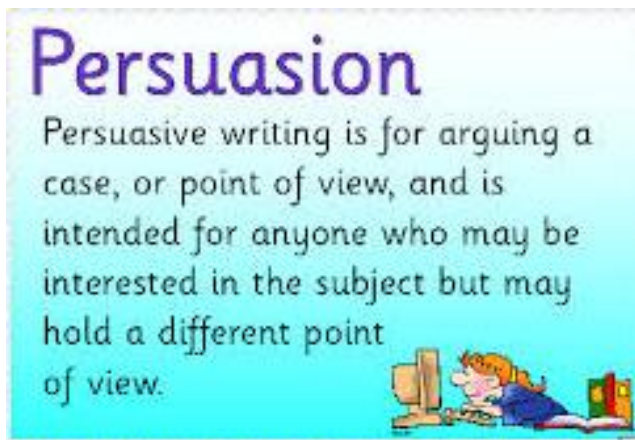
I went to Disneyworld.
I saw Mickey Mouse.
I felt happy to go on the rides.
I wish I could go there every day.

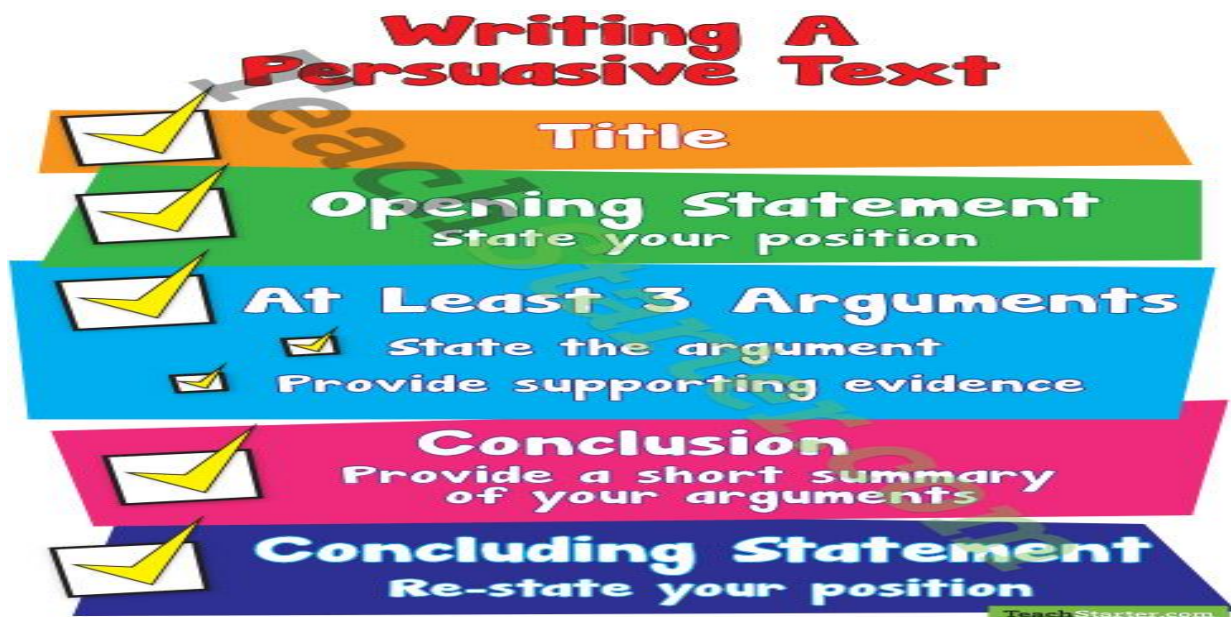
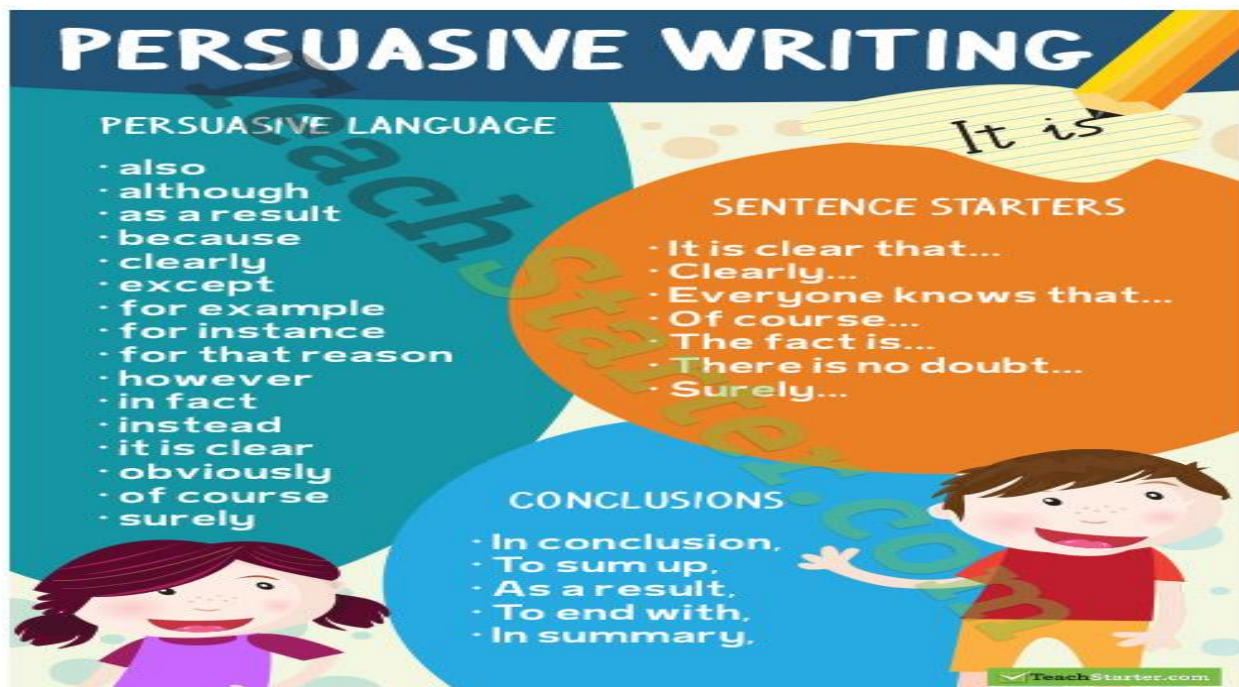


What is Narrative Writing?

- A narrative is a story containing specific elements that work together to create interest for not only the author but also the reader.
- This type of writing makes the reader feel as if her or she were part of the story, as if it was being told directly to him or her.

Persuasive – Writing that states the opinion of the writer and attempts to influence the reader.





Descriptive – A type of expository writing that uses the five senses to paint a picture for the reader. This writing incorporates imagery and specific details.

Descriptive Writing:



Painting A Picture With Words

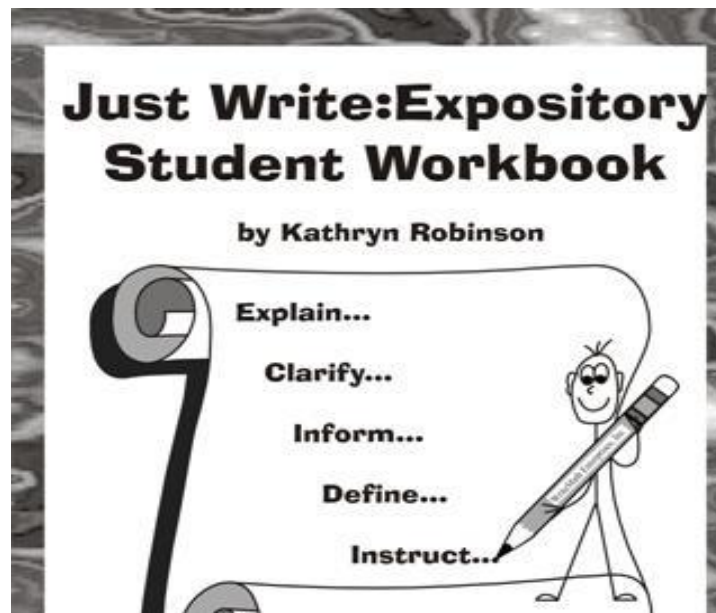
What your goal is in a descriptive piece of writing is to describe something, someone, or some place in a way that shows the readers, rather than tells.

This is done by using:

- Imagery
- Sensory language
- Describing words (adjectives and adverbs)

Descriptive writing can be done in an essay format (5 paragraphs!), or even as a story or a poem.

Expository – Writing in which author's purpose is to inform or explain the subject to the reader.





EXPOSITORY WRITING
KEYS TO A GOOD SCORE-D.O.C.
Development

- Specific, well chosen, and completely developed ideas that are explained clearly
- Engaging/Original- Thoughtful, interesting ideas that include YOUR thoughts, opinions, and emotions about the topic

Organization

- You remember to explain in some way.
- Clear central/controlling idea or thesis statement and short effective conclusion
- All ideas relate to each other AND the prompt
- Meaningful transitions with ideas and sentences

Conventions

- You choose the best words and use sentences of different lengths. You have great capitalization, usage, punctuation, spelling, and penmanship.

You must have noticed that the purpose of writing makes it a different type of writing.

Topic no 185

Writing Strategies

Here are some strategies that might help you when you teach writing:

1. Choose writing objective.
2. Find a writing exercise that helps to focus on the specific objective.
3. If possible, tie the subject matter to student needs.
4. Provide feedback through correction activities that call on students to correct their own mistakes.
5. Have students revise work.

A. Strategies for Writing

1. Prepare work area
2. Fight writer's block--return to pre-writing if necessary
3. Take breaks
4. Get ideas down quickly
 - a. Begin with body of paper.
 - b. Introduction and conclusion will be written last
5. T/S the first draft if typing; D/S by hand
6. Write on only one side of the paper

The writing skill of students must be improved with the help from instructor. The students should become good writers. And what do the good writers do?

What Do Good Writers Do?

- Good writers plan their writing.
- Good writers write complete sentences.
- Good writers make their writing better.
- Good writers make their writing neat and correct.
- Good writers share their writing.

Topic no 186**Teaching Principles of Speaking**

Understand your students' reasons for writing. It is important to understand both and to convey goals to students in ways that make sense to them.

Provide many opportunities for students to write. Since writing is in part a physical activity, it is like other physical activities—it requires practice, and lots of it.

Make feedback helpful and meaningful.

If you write comments on students' papers, make sure they understand the vocabulary or symbols you use.

Clarify for yourself, and for your students, how their

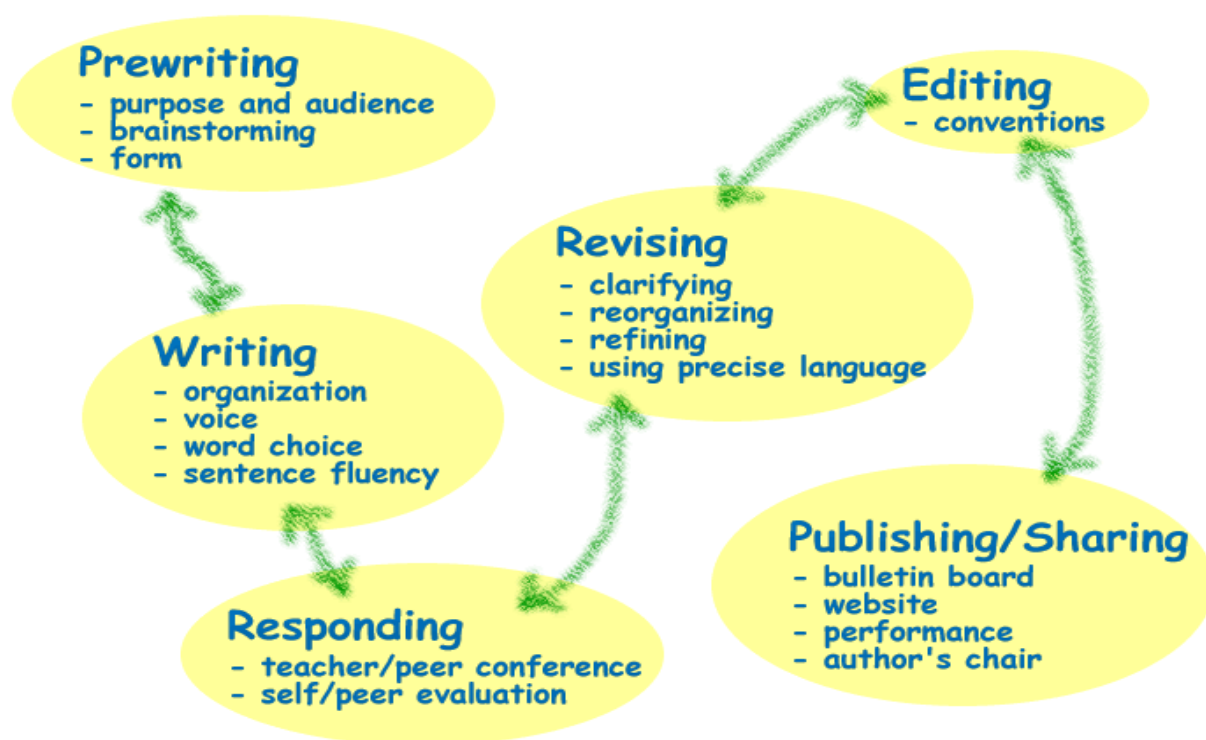
Writing will be evaluated. Students often feel that the evaluation of their writing is completely subjective.

**Topic no 187****Writing Process**

There are certain steps related to writing and writing process: starting from finding an idea and finishing at your final draft.

First drafts
don't have to be
perfect.
They just have to
be written.





Plan it



Ten Essential Steps

1. _____ Understand the topic
2. _____ Brainstorm ideas
3. _____ Organize the best ideas into an outline
4. _____ Introduction paragraph - hook, explanation & thesis
5. _____ Body paragraphs - topic sentences
6. _____ Body paragraphs - explanations, examples & transitions
7. _____ Conclusion - restatement of thesis & exiting sentence
8. _____ Check the parts - Are they all there?
9. _____ Check the ideas - Do they stick to the topic?
10. _____ Check the text - Is it accurate? Is it effective?

Write it



Check it



By following these steps, you can help your students to improve their writing skill.

Topic no 188**Criteria for Writing**

There are four criteria for writing: Task response; cohesion and coherence, Vocabulary and grammar

25% - Task response

how well you answer the question

25% - Coherence and cohesion

organisation of ideas

25% - Lexical resource

vocabulary

25% - Grammatical range and accuracy

short and long sentences, avoid mistakes

By focusing on these criteria, you can help your student to improve writing skill.



Topic no 189**Cohesion and Coherence**

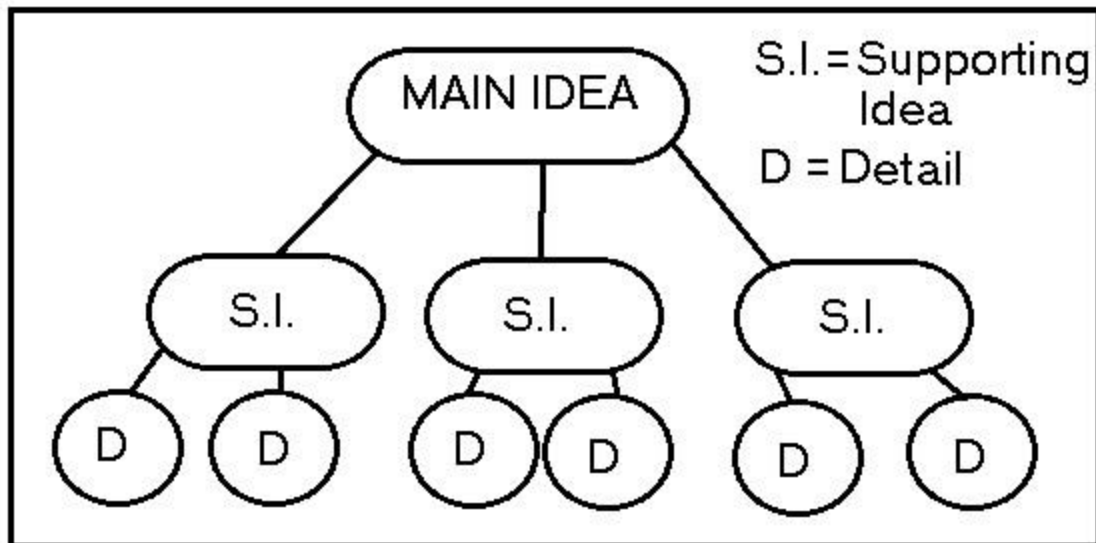
These are two terms particularly related to writing.

Cohesion means the connection of ideas at the sentence level and **Coherence** means the connection of ideas at the idea level.

Cohesion

The castle was designed by her
uncle Hernando who was an
architect in a nearby city. He
was also a fine family man and
was once an excellent swimmer ...

**Coherence**



Cohesion & Coherence

- **Cohesion:** “a sense of flow;” the way sentences fit together (how one sentence ends and the next begins)
 - *at the sentence level (sentence + sentence)*
- **Coherence:** “fitting together;” the way a series of sentences or paragraphs work together logically
 - *at the paragraph, section, chapter, or document level (multiple sentences, multiple paragraphs, etc.)*
- When our writing is both *cohesive* and *coherent*, it flows naturally and makes sense to our readers.

These two qualities make your writing worth reading.

Topic no 190

Writing Activities

Brainstorming about people, places, and feelings:

Write down or tell a partner the names of people you could describe, then quickly and briefly describe each one.



Name several places you have visited and list descriptive words for each place. List and describe some memorable feelings you have had, and explain the situation in which they occurred.

Talking and listening in pairs or groups:

Take turns telling about an interesting person, thing, incident, or object. Encourage the listeners to ask questions and add ideas.



Record possible writing topics or ideas as they arise during the discussion.

**Looking at art:**

Study paintings, photographs, drawings, or sculpture in magazines or art books. It may even be useful to take a trip to a local museum or art gallery.



Jot down notes and questions about the artwork, then write down.

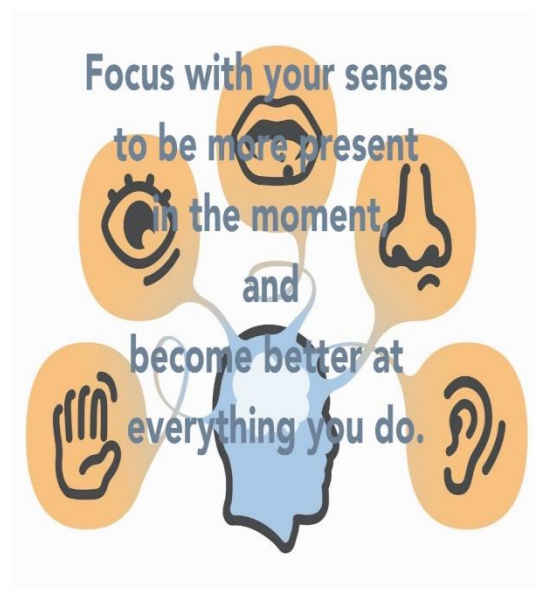
Role playing:

Pretend to be any character and write about it.



Observing with all senses:

Use all of your senses to observe something and then write about it as you felt.



"Good writing is supposed to evoke sensation in the reader - not the fact that it is raining, but the feeling of being rained upon."
--E. L. Doctorow

Remember!

You are training your students to create good writings.

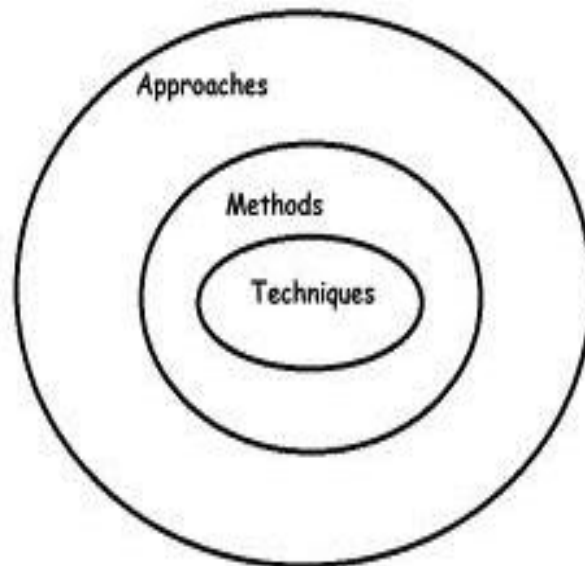
Topic no 191**Approaches and Methodologies****Basic Terms**

What do we mean by approach, method and technique?

An approach is an enlightened viewpoint toward teaching. It provides philosophy to the whole process of instruction. You can call it a theory.

A method, on the other hand, is an organized, orderly, systematic, and well-planned procedure aimed at facilitating and enhancing students' learning.

Technique means a strategy a teacher applies through specific steps in the teaching process.



Garcia,1989

Topic no 192**Grammar Translation Method/GTM**

The **grammar translation method** is a **method** of teaching foreign languages derived from the classical (sometimes called traditional) **method** of teaching Greek and Latin.

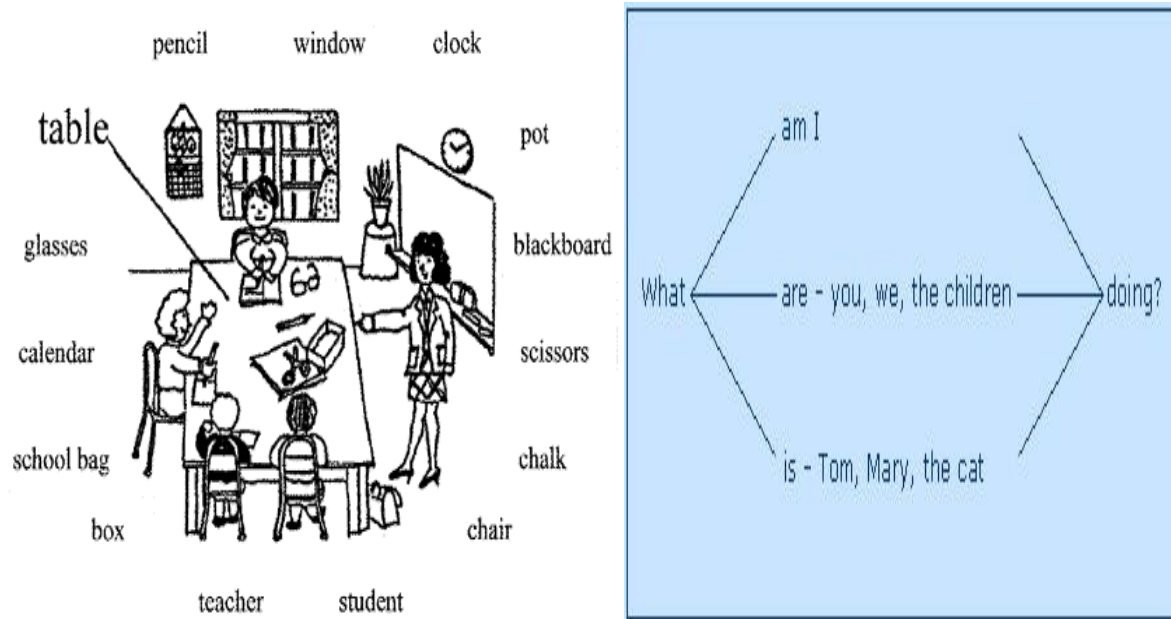
GRAMMAR TRANSLATION METHOD

CHARACTERISTICS

1. Classes taught in L1; little use of L2
2. Vocabulary taught in lists and isolated
3. Grammar explanation, memorization
4. Reading classical text early
5. Grammar analysis of text
6. Translation
7. 0 attention to pronunciation

English	Urdu Translation
2 Do you take much notice of what people think?	لوگ کیا سوچتے ہیں - اس بات پر کیا آپ بہت دھیان دیتے ہیں؟
14 Do you prefer to go your own way rather than act by the rules?	کیا قوانین کی پابندی کرنے کی بجائے آپ اپنی مرضی سے زندگی گزارنے کو ترجیح دیتے ہیں؟
26 Do you enjoy co-operating with others?	کیا آپ دوسروں کے ساتھ تعاون کر کے خوش ہوتے ہیں؟
43 Is it better to follow society's rules than go your own way?	کیا سماج کے طور طریقوں کی پابندی کرنے کی بجائے اپنی مرضی سے جینا بہتر ہے؟





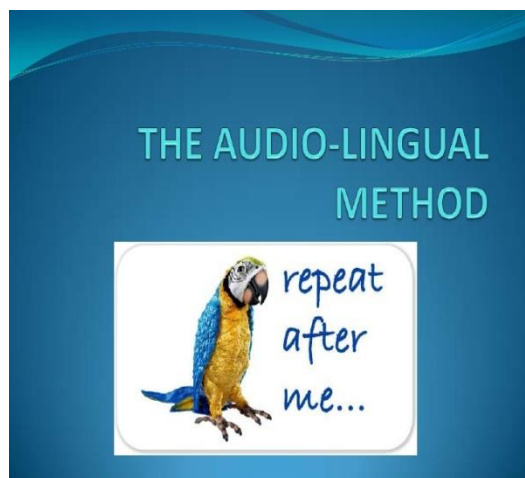
You can use GTM for translations, for word lists, grammar etc.

Topic no 193

Audio Lingual Method/ALM

The Audio-Lingual method of teaching a foreign language is also known as the army method. It originated from the behaviourist theory of learning languages and was introduced to teach language to troops during World War 2.

This method relies on repetition drills and as a result it was used to teach large numbers of students at the same time.





The Audio-Lingual Method

- Similar to the direct method:
 - They both are oral-based approaches – *pronunciation and ability of speaking in the target language is superior to other skills*
 - Grammar is learnt inductively
- Different from the direct method:
 - Not only vocabulary but also grammatical sentence patterns
 - Stronger theoretical base in linguistics (structural linguistics) and psychology (behavioural psychology)

Consonants

p	<u>p</u> ip	ʒ	mea <u>s</u> ure
b	<u>b</u> ib	h	<u>h</u> en
t	<u>t</u> en	tʃ	<u>ch</u> urch
d	<u>d</u> en	dʒ	ju <u>d</u> ge
k	<u>c</u> at	m	<u>m</u> an
g	<u>g</u> et	n	<u>n</u> ow
f	<u>f</u> ish	ŋ	si <u>ng</u>
θ	<u>th</u> igh	l	<u>l</u> et
ð	<u>th</u> is	r	<u>r</u> ide
s	<u>s</u> et	w	<u>w</u> et
z	<u>z</u> oo	j	<u>y</u> et
ʃ	<u>sh</u> ip		

And above all audio-video aids for sounds and practice for these sounds.



duck	jack	clock	back	hack
black	shack	whack	lick	kick
pick	quick	trick	chick	cluck
shuck	stick	wick	stack	sack
tock	cock	rock	stock	block
deck	speck	check	fleck	snack
track	crack	quack	thick	pack
click	wreck	wrack	lack	tack
neck	peck	nick	flick	lock
flock	frock	luck	pluck	stuck
struck	truck	suck	yuck	

Topic no 194

Tips for improving Pronunciation:

- Learn the Rules
- Learn the Meaning *and* Pronunciation
- Listen
- Record Yourself
- Write Things Down

- * These instructors help students learn to speak so that the students can use speaking to learn.
- * 1. Using minimal responses
- * 2. Recognizing scripts
- * 3. Using language to talk about language

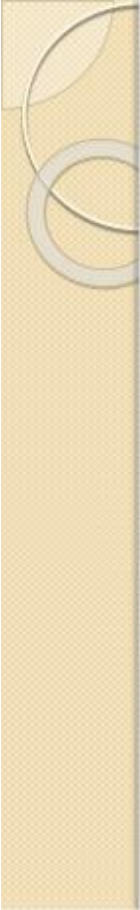
- Pronunciation of individual sounds
- Word stress
- Sentence stress
- Rhythm
- Intonation

You can employ teach these skills by using ALM.

Topic no 195

Direct Method

The *direct method* of teaching, which is sometimes called the *natural method*, and is often (but not exclusively) used in teaching foreign languages, refrains from using the learners' native language and uses only the target language.



Principles of Direct Method

- Translation

students are not allowed to use their mother tongue language.

- Grammar

grammar is taught inductively, the learner should figure out the rule through the example by the teacher.

- Conversation

Speaking is taught first before reading and writing. Student should speak at least 80% of the time during the lesson.

- Context/Situation

the teacher is actively involved in using the language in realistic everyday situations. Students are introduced to the ways of life of target language (L2).

- Target language

students are encouraged to think in the target language.

Direct Method of Language Teaching

"Teach the language not about the language"



Topic no 196

Speaking strategies

Asking about language: By using clarification phrases, they can manage the communication and they can become confident about using the language.

The train is fast.

It is describing train (a noun). So an adjective here.

The train is moving fast.

It is describing the action, so an adverb.



To develop this skill, the students need intensive practice. Speaking practice is usually done in pair & group work.



Asking about language: By using clarification phrases, they can manage the communication and they can become confident about using the language.

All of these skills can be taught by employing Direct Method.



All of these skills can be taught by employing Direct Method. The Communicative approach emphasizes the ability to communicate the message in terms of its meaning, instead of concentrating exclusively on grammatical perfection or phonetics.

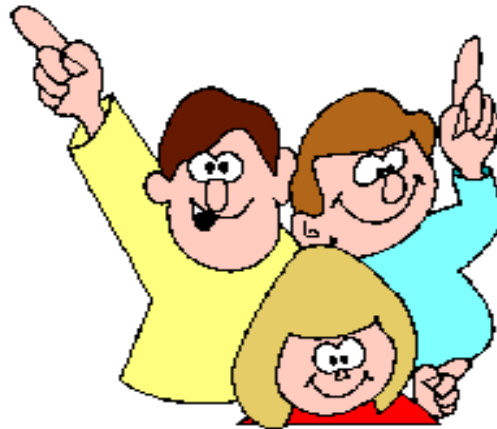
Topic no 198**Communicative Method**

The Communicative approach emphasizes the ability to communicate the message in terms of its meaning, instead of concentrating exclusively on grammatical perfection or phonetics.

The Communicative Approach

Guiding Principles

- **Comprehension precedes production.**
- **Production emerges in stages.**
- **Goal is meaningful communication.**
- **Affective filter is lowered.**
- **Language is “acquired” through interaction as well as “learned” from the teacher.**



A FEW THINGS TO KEEP IN MIND...

“The only way to learn to speak is to speak and speak, and speak and speak, and speak and speak and speak.”

◦ *Elbert Hubbard*





Topic no 199

Cooperative Learning

Cooperative Learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom.

Cooperative Language Learning (CLL) is also known as Collaborative Learning (CL).



Small-Group or Team-Based Oral Work: Smaller-scale settings for discussion, deliberation, and problem solving.



Discussions

- Students will discuss the topic
- Then the teacher or leader of group ask the questions and discussions are carried out.



3-2-1 STRATEGY

- The 3-2-1 strategy is used **after** reading.
- This strategy is a good end-of-the-period activity to review the day's lesson and promote higher order thinking.
- The 3-2-1 strategy involves steps and writing. These steps are:
 - 3 = three things they discovered.
 - 2 = two things they found interesting.
 - 1 = one question they still have.
- This writing strategy is to help students comprehend what they have read.

Talking and listening in pairs or groups:

Take turns telling about an interesting person, thing, incident, or object. Encourage the listeners to ask questions and add ideas.



All are the examples of Cooperative Learning which can be employed in your classroom also.

