



# CLASSROOM COMMUNICATIVE ENGLISH – UPPER PRIMARY 2012-13



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Tamilnadu



## ***DESIGN OF TRAINING (DOT)***

### **RATIONALE**

Development of  
Social skills  
Thinking skills  
Problem solving skills  
Classroom Management

### **CONTENT**

Language focus  
Speaking Skills  
Picture/Telephone talk  
Creative Writing (Story board)  
Questions & Question tags  
Sentence-building  
Home-based  
Vocabulary  
Syllabification  
Learning Intonation through songs  
Use of Conditional Clauses  
Strategies  
Model Presentations

## **COMMUNICATIVE ENGLISH MODULE**

### **TOOLS**

SSA Modules –Courtesy  
DPC, Coimbatore  
RIESI Materials  
Reference Books  
Annexure

### **METHODOLOGY**

Activities  
Role Play  
Games  
Demonstration  
Display  
Debate  
Video-watching  
Singing  
Substitution Tables

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## OVER VIEW OF THE SESSION

### CLASSROOM COMMUNICATIVE ENGLISH

[For Upper Primary level BRC Training – 2 Days]

#### DAY -1

S.No	Time	Activity
1	9.30-10.00	Registration & Self Introduction
2	10.00-10.30	Motivational Video (Forest Gump)
3	10.15-11.15	SPOKEN COMMUNICATION
4	11.15-11.30	Tea Break
5	11.30-12.00	Warm up activity – Picture Talk
6	12.00-12.30	Riddle Time
7	12.30-1.00	Role Play
8	1.00-2.00	Lunch
9	2.00-3.15	Group Games for language learning
10	3.15-3.30	Break
11	3.30-4.00	Story Board
12	4.00-4.30	Song Time

## DAY -2

S.No	Time	Activity
1	9.30-10.00	Recap of day 1
2	10.00-11.15	Motivational Video (The Power of the Self)
3	11.15-11.30	Break
4	11.30-1.00	Planning learning activities for different learners
5	1.00-2.00	Lunch
6	2.00-2.45	If clause (strips arranging)
3	2.45-3.15	Syllabification and Telephone Talk
4	3.15-3.30	Break
5	3.30-4.00	Participants model presentation for communicative English
6	4.00-4.30	Evaluation and Feedback

# INTRODUCTION

*Excitement is the bait of learning! Let's get excited!*

**Dear teachers,**

It is with immense pleasure that we present this module for you to effectively practice Communicative English in your classroom with your children. The why, how and who of this module is given to you at the outset, so that you will realize how vital this training is. It will help you to update your own English. Also as everyday practitioners of English, you may find new ideas to coach your children to engage in stimulating, fun-filled activities which they may want to play with other friends. Again, we strongly recommend that you keep in touch with the community of English Teaching Teachers for the latest updates in ELT (English Language Teaching). Please give us your honest feedback (at the end of the module) so that we can make improvements. *Happy experimenting!*

English Education in India has changed enormously over recent years. The focus has shifted from teaching rote memorization, grammar and direct translation, to the development of the four skills: listening, speaking, reading and writing. There is an increasing emphasis being placed on using 'Communicative English' in the classroom, with a need for making lessons more interactive and exciting for both students and teachers. As you know, when teaching any class, the emotional well-being of the students has a great impact on the success of the lesson. This is especially true when teaching a foreign language because students need to be motivated to participate in activities.

## **Objectives of this Training:**

- ❖ To enable the teachers in facilitating the young minds to communicate fluently in English.
- ❖ To provide teachers with simple activities to facilitate multi-level learning in the class room.
- ❖ To enable learners develop a positive attitude towards learning English.
- ❖ To enrich the LSRW skills in an innovative way along with existing teaching learning methodology.

- ❖ To help teachers engage learners in purposeful challenging and interesting activities.
- ❖ To encourage teachers to design and refine activities similar to the activities given in the book
- ❖ To develop confidence among the children in communicating in English.

## **WHY COMMUNICATIVE ENGLISH?**

English education has been changed enormously over recent years. The focus has shifted from teaching rote memorization, grammar and direct translation to the development of four skills- Listening, Speaking, Reading and Writing. There is an increasing emphasis being placed on using “Communicative English” in the classroom, with a need for making lessons more interactive and exciting for both students and teachers.

The word communication is derived from the Latin term ‘communicare’ which means to share or to make common.

Communication is not only what we say but also how we say and write. It can be defined as a process or an activity in which two or more people share or exchange ideas, feelings or impressions in such a way that each gains a common understanding of the meaning and use of the message. The following are the communication skills.

- ❖ Listening skills
- ❖ Understanding skill
- ❖ Initiating skill
- ❖ Questioning skill
- ❖ Responding skill
- ❖ Interacting skill
- ❖ Concluding skill



The general objectives of teaching English are mainly divided into two i) Receptive and ii) Communicative, so far as the people is engaged in listening to and reading the language with understanding his role will be receptive, when he attempts to speak and write to convey something and how his role will be communicative.

In English class the students should be able to use simple sentences in English. The words should be explained in gestures, postures and actual movements. The words already taught in the class should be practiced in writing.

### **Positive aspects of learning English**

The attitude of the students towards English, as with any other subject is very important. If students like English, they will be strongly motivated to learn English and use it in their communication. A good way to motivate the students is to explain some of the positive aspects of learning English. Here are some points advocating the need of English knowledge:

- ❖ English is the international language ( a main language of over 25 countries)
- ❖ We can speak and become friends with people from all over the world.
- ❖ We can write to people in other countries and travel abroad. .
- ❖ We can read magazines and books from other countries (e-g) sports, music, and for fashion magazines.
- ❖ We can use the internet to gain access to lots of information written in English
- ❖ We can learn more about the world and foreign cultures; learning another language helps us to understand the other people and their way of thinking.

## **Ways to improvise Communicative skills in the classroom:**

It is important that students know how you expect the children to behave. Teach them STRATEGIES for successfully learning English in your class, such as:

Explain that it's OKAY to make mistakes!

- ❖ Explain to them your rules for classroom management
- ❖ Utilize 'lively' or 'difficult' students regularly in exercise preparation (e.g. handing out materials etc.) to avoid them having a negative impact on the class.
- ❖ Ask students to be supportive and assist their classmates during group exercises.
- ❖ Make them use classroom English (e.g., "May I come in", "please help me")
- ❖ They must answer direct questions by themselves
- ❖ Have students clap to encourage each other

## **Ways to Increase Motivation:**

### • *Participation Assessment*

Use a class list and mark every time a student speaks, answers a question or volunteers (use a highlighter or circle). Tell the students that this will make up part of their final result (10-15%) so lower level students should try especially hard. This is the best way to assess Language skills under CCE.

### • *Rewards*

Give small prizes to reinforce the good work of the students, or to every positive effort, not to the end product alone. Make sure that you include students of all levels, so everyone has a chance to win. Bring stickers, stamps, etc. that is good for prizes or make your own. Try and give out stickers and other rewards as often as you can.

### • ***Incentives***

Incentives give students a reason for doing their work, or completing a task. One good example is:

“If you finish this worksheet, you won’t have to hand in your homework tomorrow”.

Ask students who are better at English to help those who find it difficult. Use any motivational techniques you think may be helpful.

### **Classroom English**

Many textbooks contain a Classroom English section devoted to useful words and phrases that are often used during an English lesson. You can find them usually at the beginning or at the end of a textbook and they may be titled something other than “Classroom English”. One of the benefits of using the classroom English in a textbook is the fact that students have access to the textbooks whenever they want and therefore have no excuse not to use classroom English. Teachers are to encourage the students to make use of the learnt language skills in their everyday speech in the classroom. The teachers are to clarify what students need to do by telling/showing/helping them and lastly, by allowing them to find out for themselves.

By bringing the language to life-using real-life scenarios etc. (authentic material/activities) teachers are to provide the students with an interactive, meaningful context for learning English. Such knowledge has a real, specific purpose and can be used directly thereafter in a real-life situations.

### **Alternatives to Translation in the classroom**

It is often better to explain the meaning of words by using alternatives to translating into Tamil. The following are suggested methods:

### 1) *Using Pictures*

This works well for nouns and adjectives. You can draw or use a picture source from a book, the internet etc. to demonstrate the word.

### 2) *Using Gestures*

Gestures work well for verbs, adjectives, prepositions and a whole range of grammar.

### 3) *Using Easy English*

Explain the meaning of the word using words that the students already know.

Environment = the area around us. The trees, animals, rivers, air etc.

Voluntary = when you do something because you want to.

### 4) *Using the Word in a Sentence/in Context*

Write up a sentence in English, which uses the word, to convey its meaning effectively. Students are surprisingly good at inferring or deducing meaning from context.

**Example:** President = Barack Obama is the President of the USA.

Friendly= A friendly person always smiles and says hello.

**CLASS ROOM COMMUNICATIVE ENGLISH FOR UPPER PRIMARY  
TEACHERS**

**DAY 1**

**SESSION :1                    REGISTRATION AND INTRODUCTION**

Motivational video-Playing the video clip Rebirth of Eagle

**Motivational Video**

A motivational video clipping (Forest Gump) will be screened to the participants. Interaction will follow.

# CHAPTER - I

## SPOKEN COMMUNICATION

SESSION :2

WARM UP ACTIVITY

### LANGUAGE FOCUS: STRENGTHENING VOCABULARY

All the participants will be divided into 5 groups .The trainer will provide each group 2 questions from the following and asks them to identify the answers. After a few minutes each group will answer the given questions one by one.

#### FIND THE ALPHABETS

##### Questions

- Which alphabet is an insect?
- Which alphabet relates to water?
- Which alphabet is a human organ?
- Which alphabet indicates the singular?
- Which alphabets are pronouns?
- Which alphabet is an unknown number?
- Which alphabet asks a question?
- Which alphabet is a drink?
- Which alphabet is a vegetable?
- Which alphabet is an exclamation?

##### Answers

**B**  
**C**  
**I**  
**A**  
**U,V**  
**X**  
**Y**  
**T**  
**P**  
**O**

#### ROLE PLAY

### LANGUAGE FOCUS : ENHANCING SITUATIONAL LANGUAGE

**(8 Mins. For each group including preparation time)**

The following situations will be given to each group. Each group will be given a short preparation time. They will then have to enact the situation

after their discussion. (Usage of language is a must, techniques like miming, gesturing, mono act should be avoided) .

### **Situations**

Traffic Police and a tourist

Teacher in the class room and a late comer

Book-seller and a student

Receptionist and a tourist

A bank manager and a student who want to open a savings bank account.

A vegetable vendor and customer

An unsatisfied customer with the defective iron box taking to the shop owner

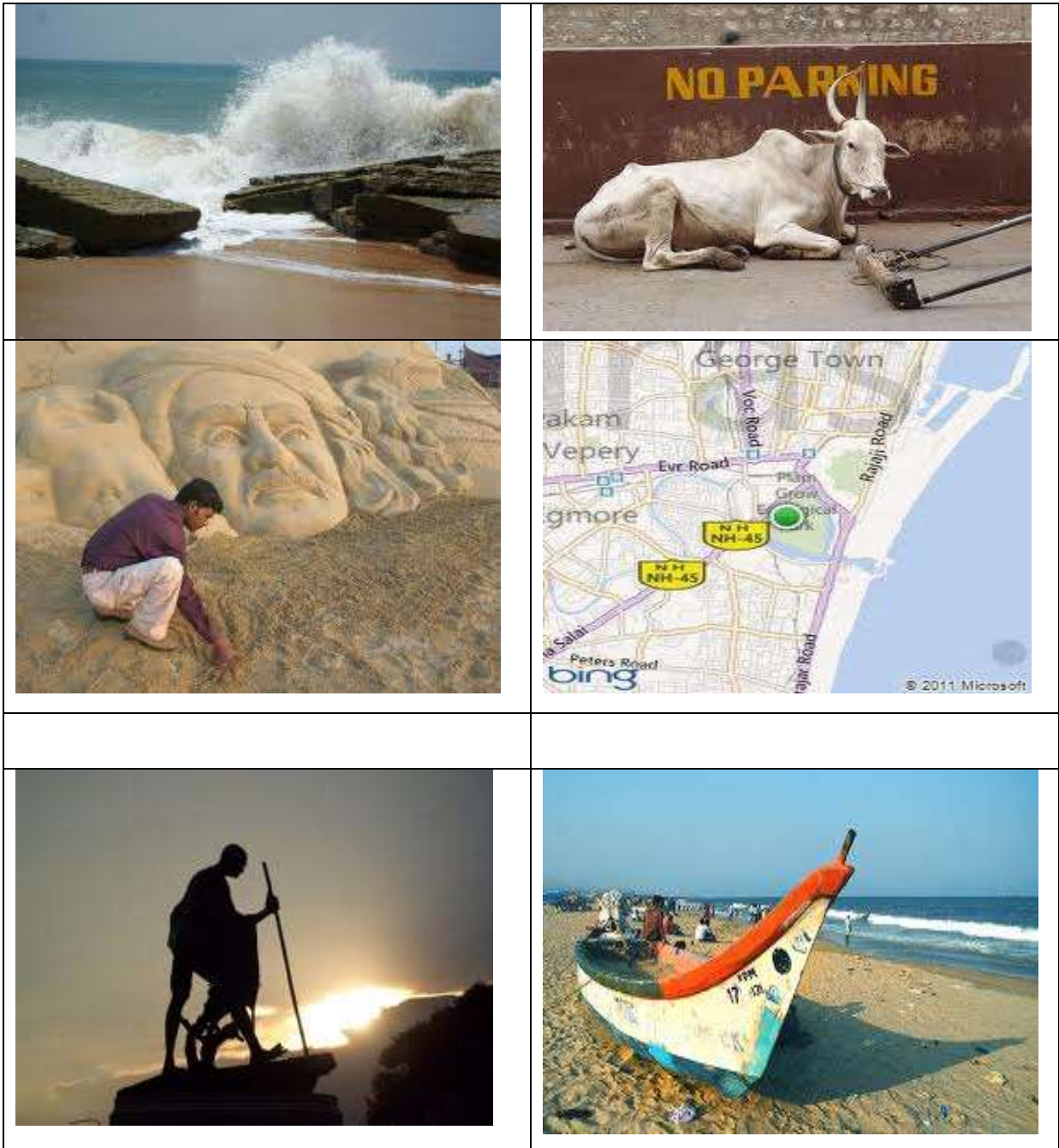
A student discussing with a teacher on the advantages of pursuing English Literature in College.

## ACTIVITY

### **LANGUAGE FOCUS: ENRICHING THE SPEAKING SKILL**

Each group will be given a picture. The participants in each group will think about it and describe the picture in a few words.

#### **PICTURE TALK**





## ACTIVITY

## WHO AM I?

### **LANGUAGE FOCUS: ENHANCING LOGICAL SKILL**

The participants will be divided into 5 groups. Each group will be given the following clues and will be asked to discuss and find out the answers. Each group needs to frame two more clues regarding it and finally tell the answer following their clues.

Example: I eat grass, I run fast, who am I? ans: I have a neat and sleek tail, I wear lagoons, I am a.....

Ans: **horse**

#### **Riddle : 1**

- 1 I have a tail , I am small and soft, I mew .... who am I?
- 2 I live in a hole , I am afraid of cats. Who am I?
- 3 I have a long tail, I jump from branch to branch. Who am I?
- 4 I live in a forest, I have stripes in my body, I am herbivorous.
- 5 I live in a forest, I have stripes in my body, I am a carnivore.

#### **Riddle : 2**

All the participants will be in 5 groups. Each group will be given two riddles in a strip-sheet from the following and asked to discuss and find out the answers. Each group will present it one by one.

1. He is between two mats, his qualification is ICS. Who is he?

Ans : mat - he - mat -ics = mathematics

2. What is special about the following sequence of numbers?

8 5 4 9 1 7 6 10 3 2 0

Ans : The numbers are in alphabetical order.

(eight, five, four, nine, one, seven, six, ten, three, two, zero)

1. What seven-letter word has hundreds of letters in it?

Ans : Mailbox / postbox

2. If you had a ton of feathers and a ton of stones which would be heavier?

Ans : Neither. They both weigh a ton.

3. Tom's mother has three children. One is named April, one is named May.  
What is the third one named?

Ans : Tom

4. A prisoner is told "If you tell a lie we will hang you; if you tell the truth we will shoot you." What can he say to save himself?

Ans : You will hang me.

5. Rearrange the letters in the words "new door" to make one word.

Ans : "new door" can be rearranged into "one word"

6. B,C,D,E,G,P What is the next letter in the sequence?

Ans : T - they all rhyme.

7. 5 cats can catch 5 mice in 5 minutes. How many cats does it take to catch 100 mice in 100 minutes?

Ans : 5 cats. The same five could keep catching 5 mice every 5 minutes for 100 minutes.

8. What does this sentence represent?

Stand Take Mine Taking

I You To My

Ans : I understand you undertake to undermine my undertaking.

<b>MATERIALS REQUIRED</b>
A4 SHEET
SKETCH
PENCILS
PAPER BOX

## **ACTIVITY**

### **ROLE PLAY**

<b>LANGUAGE FOCUS : ENHANCING SITUATIONAL LANGUAGE</b>
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**(8 Mins. For each group including preparation time)**

The following situations will be given to each group. Each group will be given a short preparation time. They will then have to enact the situation after their discussion. (usage of language is a must, techniques like miming, gesturing, mono act should be avoided) .

#### **Situations**

The role of Traffic Police in the signal.

The role of English Teacher in the class room.

The role of Book-seller in the book shop.

The role of Receptionist in the hotel.

The role of tourist-guide with the visitors.

The role of a bank manager.

**01:00-2:00**

**LUNCH BREAK**

## ACTIVITY

### GROUP GAMES FOR LANGUAGE LEARNING:

<b>LANGUAGE FOCUS : ENRICHINGH VOCABULARY</b>
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#### Game 1: WORD FOR WORD



- Divide the class into four or five groups. Give a name to each group.
- Two groups will play first while the other groups watch.
- Group e.g. 'A' will say a word and group 'B' will have to give a new word taking the last letter of the word given by group 'A'.
- Only 3 or 5 seconds will be given to give the word. If any one group fails to give the word that group will lose points.
- After about 20 rounds the teacher will add up the points and declare the winning team.
- Group 'C' and 'D' while watching the game take down the words given by group A and B.
- Now group 'C' and 'D' will play the game. The same procedure will be repeated.

The winners from both the groups will play in the final game to decide the super winners.

## **Game2 :**

### **RELAY RACE**

The names of vegetables, animals, fruits, states, districts etc can be learnt through this game.

#### **Let's start with Name of Fruits**

Let the students sit in a circle. Any one from the circle says the name of a fruit. The person sitting at the left repeats the fruit name given by his / her predecessor and tells the name of new a new fruit. The third person in the circle repeats the names of fruits given in order as given by one and two and then adds a new name. This process is continued till it reaches the person who started the game initially.



If there are 10 students in the circle the students will come to learn the names of 10 fruits by the end of the game.

#### **Fruit Names:**

Apple, banana, custard apple, Papaya, orange, mango, Pomegranate, Guava, Grapes, pineapple

## **Game 3:**

### ***SIMON SAYS GAME***

The teacher calls out one of the action words/phrases/sentences given below preceded by the sentence 'SIMON SAYS'. The students perform the action corresponding to that particular word or phrase or sentence.

Eg. If the teacher says, 'Simon Says Clap'-all the students start clapping. When the teacher calls out, 'Simon Says Stop', they stop doing that particular action. If the teacher says just STOP without saying, 'Simon Says Stop', all the students who stop clapping are out of the game. The teacher uses his / her creativity in conducting this game.

Examples:

1. Clap
2. walk
3. jump
4. dance
5. scratch your nose, head, etc.
6. hands up
7. hands down
8. sit down
9. stand up
10. fold your hands
11. close your eyes
12. open your eyes
13. bend your knees
14. stand erect
15. touch your nose (use different body parts)
16. wipe your mouth
17. wash your face
18. brush your teeth
19. comb your head
20. scratch your ears (use different body parts)







#### **Game 4: HOME BASED ENGLISH**

This game is rooted on Home –based vocabulary. Many times we do not know the right English words for the actions we do. In this game a volunteer performs the actions shown in the pictures one by one. The audience guesses the word. The person who gives the right answer gets a paper star.

# HOME BASED ENGLISH VOCABULARY

## ACTIONS :

	
stretching	Pushing
	
drying	Blowing
	
squeezing	Wringing
	
yawning	Snoring

	
<p>pulling</p>	<p>Scribbling</p>
	
<p>scratching</p>	<p>Folding</p>
	
<p>Giggling</p>	<p>somersaulting</p>

3:15-3:30

TEA BREAK



## ACTIVITY

### SONG TIME

#### **LANGUAGE FOCUS : RECITING SKILL**

#### *Chime time*

Chimes and songs enrich language learning. They are an easy and fun way to mimic and learn the correct pronunciation and intonation . They are useful for knowing new adages and usages in the English language.

#### **TONGUE TWISTERS**

1. Red lorry, yellow lorry, red lorry, yellow lorry.
2. A box of biscuits, a batch of mixed biscuits.
3. Double bubble gum bubbles doubles.
4. Betty bought some butter  
The butter was so bitter  
So Betty had to go back  
To bring some more butter  
To make the bitter butter  
Better butter.
5. Never trouble about trouble until trouble troubles you.
6. Six short slow shepherds.
7. She sells sea shells on the seashore.  
The shells she sells are surely seashells.
8. *(This can be sung as a song in different tempos – slow, quick, v quick.  
Students will just love it !)* :  
Whether the weather be fine  
Whether the weather be not  
Whether the weather be cold  
Whether the weather be hot

We'll weather the weather  
Whatever weather  
Whether we like it or not.

### ***TIME TO TIME***

(This song is to be sung on the tune of the hymn – Cum bye ah my lord)

What's the time John, what's the time  
What's the time John, what's the time  
Oh John, What's the time  
Oh John, What's the time

Quarter past six Jack, quarter past six  
Quarter past six Jack, quarter past six  
Quarter past six Jack, quarter past six  
Oh Jack at quarter past six (2)

2 When's the breakfast John, when is it (3)  
Oh John, when is it (2)  
Half past seven Jack, half past seven (3)  
Oh Jack, at half past seven (2)

3 When's the lunch John, when is it (3)  
Oh John, when is it (2)  
Right at noon, Jack, right at noon (3)  
Oh Jack, it's right at noon(2)

4 When's the supper John, when is it (3)  
Oh John, when is it (2)  
Quarter to nine, Jack, quarter to nine (3)

Oh Jack, at quarter to nine(2)

***CLEMENTINE***

Oh my darling Oh my darling Oh my darling Clementine  
You are lost and gone forever, dreadful sorry Clementine

In a cabin, in a caravan, exhausting for a mine  
Dwelt a Miner, forty-niner, and his daughter Clementine

Light she was and like a fairy and her shoes were number nine  
Herring boxes without topses Sandals were for Clementine

Into the churchyard near the cannon, When the myrtles doth entwine  
There grew roses and other flowers , fertilized by Clementine

Drove the duckling into the water, every morning just at nine  
Hit her foot against a spinner, fell into the foaming brine.

There the minor forty-niner, soon began to seek for air  
Though he's worth to give his daughter, now he's with my Clementine.

## UNA PALOMA BLANCA

1. When the sun shines on the mountain  
And the night is on the run  
It's a new day, it's a new way  
And I fly upto the sun.

*Chorus* - Una Paloma Blanca, am just a bird in the sky  
Una Paloma Blanca,Over the mountain I fly,  
No one can take my freedom away  
Yes, no one can take my freedom away.

2. I can feel the morning sunlight,  
I can smell the new mown hay  
I can hear God's voices calling,  
On my golden skylight way. (*Cho*)

3. Once I had my share of bruises  
'Cos they locked me on a chain,  
Yes, they tried to break my power,  
Oh! I still can feel the pain. (*Cho*)

\*\*\*\*\*

# CHAPTER II

## WRITTEN COMMUNICATION

### ACTIVITY

#### STORY BOARD

**LANGUAGE FOCUS : VOCABULARY USAGE, CREATIVITY,  
USING CONNECTIVES**

The participants will be in 5 groups. The following 30 items of Vocabulary will be written in 30 strips. They will be folded and kept in a box. From each group one participant will be called and asked to take 6 strips. Each group need to write a story using the vocabulary items in their strips. After providing sufficient time they need to present their stories one by one.

#### Sample vocabularies

Group 1	Group 2	Group 3	Group 4	Group 5
catch	punish	meet	Remove	play
cut	put	run	Watch	give
arrange	collect	remember	Submit	write
publish	speak	drive	Count	release
swift	hide	swallow	Drink	skate
narrate	sleep	sweep	Start	shift

#### MATERIALS REQUIRED

A4 SHEET  
SKETCH  
PAPER BOX  
PENCILS  
CUTTER

## DAY 2

### SESSION :1      **RECAP OF THE PREVIOUS DAY ACTIVITY**

#### ***LANGUAGE FOCUS : VOCABULARY DEVELOPMENT***

We have an activity which corresponds with the class - VIII Prose Lesson – 5 , Activity (Let us do ) page.no.105.

Semantic is used to durable things that deal with the meanings of words and sentences.

#### **SEMANTIC MAPPING**

What are all the words that come to your mind when you think of the word, Farmer?

Harvest	Pests	Rain
Seeds	Insects	Well
Grass	Paddy	Tree
Fertilizer	Manure	Plant
<b>FARMER</b>		
Grain	Weeding	Flower
Bore-well	Vetable	Sow
Cultivate	Fertile	Reep
Fruits	Plough	Tractor

Participants will be in 5 groups. Using the above picture – chart , each has to write a paragraph by using all the words in the picture – chart. They need to present it one by one.

#### **INFINITIVE FOCUS : DEVELOPING INFINITIVE AND GERUND STRUCTURES**

### **Activity – I**

- a) He goes to bank to -----(meet, deposit withdraw).
- b) Meena brings the book to -----(study).
- c) The students go to library to -----(read).
- d) The monkey comes down to -----(get, eat).

### **Activity – II**

- a) Why do we read News paper?
- b) Why do we come to school?
- c) Why do we play chess?
- d) For what purpose do you use knife?

### **GERUND**

#### **Activity – I**

- a) What develops our mental ability? (playing chess)
- b) What develops our G.K.? (Reading News paper)
- c) What keeps our body fit? (Swimming everyday)

#### **Activity – II**

- a) I saw him -----with Mani. (playing)
- b) He earns love -----the poor and needy (helping)
- c) The Teacher is busy -----questions (asking)

The participants are asked to write an adverb in the blank changing the adjective given in the first sentence.

## WRITTEN COMMUNICATION:

1. Write a letter to the Sub –Inspector of complaining about the theft of your bi-cycle.
2. Write few sentence about the Deepavalai celebrations that you had with your friends.
3. Write sentences using these words:
  - a. helpful
  - b. colourless
  - c. worthy
  - d. violent
  - e. childhood

## ACTIVITY

<b>Language Focus: Competency for using Conditional clauses</b>
---

### Type I

Type I condition is called real condition/open condition (or) factual condition, likely to happen.

(eg)

If you add  $3+5$ , you will get 8.

if you heat ice, it will become water.

(i.e.,) It is a general truth/fact.

### Type II:

The Type II conditional is unreal, unlikely to happen. We make statements about things which are imaginary, impossible/improbable.

A statement about what might be real but it is not at the present.

(eg) If I lived in America, I would earn a lot of money (one day I might go)



A statement about what is not real and could be real.

(eg) You are too fat. If I were you, I would do more exercise and keep fir.

(I could never be you)

If I had ten hands, I would do more work.

All the participants will be divided into 6 groups and the following table will be written on the board. They prepare and discuss the conditional clauses.

### RULE FOR CONDITIONALS

TYPES		If Clause	Main Clause
<b>TYPE 1</b>	<b>OPEN</b>	If you study well (simple present)	You will score goog marks (simple future)
	<b>GENERAL</b>	If water boils (simple present)	It turns into vapour (simple present)
<b>TYPE 2</b>		If I were an angle (simple past)	I would help the poor (would + present verb)
<b>TYPE 3</b>		If you have invited me (past perfect)	I would have attended the party (would + have + past participle)

According to the numbers given in the following tables each group will ask the conditionals to the next group.

Group 1 asks Group 2	TYPE 1 (OPEN)
Group 2 asks Group 3	TYPE 1 (GENERAL)
Group 3 asks Group 4	TYPE 2
Group 4 asks Group 5	TYPE 2
Group 5 asks Group 6	TYPE 3
Group 6 asks Group1	TYPE 3

Example;

If the participants of group 1 tell the words ‘ ball – play’ , group 2 has to frame an if clause like “ If I have a ball, I will play”. In this way the activity continues group wise.

**Turn 1**

<b>GROUP 1</b>	<b>GROUP 2</b>	<b>TYPE 1 (OPEN)</b>
ball - play	If I have a ball, I will play.	TYPE 1 (OPEN)
money - buy toys		TYPE 1 (OPEN)
come - give money		TYPE 1 (OPEN)
don't play well-won't win		TYPE 1 (OPEN)

ADD SOME MORE

**Turn 2**

<b>GROUP 2</b>	<b>GROUP 3</b>	<b>TYPE 1 GENERAL</b>
touch - live wire	If you touch the live wire you get shock	TYPE 1 GENERAL
drop the glass -break		TYPE 1 GENERAL
water freeze-turn ice		TYPE 1 GENERAL

ADD SOME MORE

**Turn 3**

<b>GROUP 3</b>	<b>GROUP 4</b>	<b>TYPE 2</b>
Principal	If I were a principal I would post pone the exam	TYPE 2
Ghost		TYPE 2
prime minister		TYPE 2

ADD SOME MORE

### Turn 4

GROUP 4	GROUP 5	TYPE 2
Bird		TYPE 2
Doctor		TYPE 2
CM		TYPE 2

ADD SOME MORE

### Turn 5

GROUP 5	GROUP 6	TYPE 3
ASK - GIVE	If you had asked me I would have given you	TYPE 3
call - come		TYPE 3
play - win		TYPE 3

ADD SOME MORE

### Turn 6

GROUP 6	GROUP 1	TYPE 3
work - earn		TYPE 3
open the gate - enter		TYPE 3
sing - win		TYPE 3

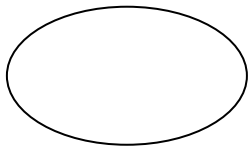
ADD SOME MORE

## ACTIVITY

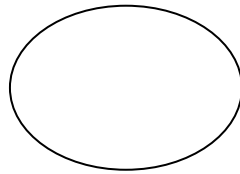
### SYLLABIFICATION

All the participants will be divided into five groups and each group will be named as Gr : 1 -hospital, Gr :2 - court, Gr:3 - education, Gr: 4- farm, Gr : 5 travel. Each group has to frame syllables as per the following methods accordingly.

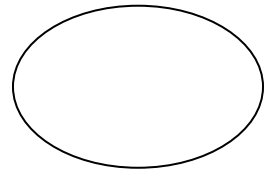
Gr:1-mono syllabics



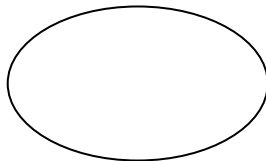
Gr :2-Di syllabic



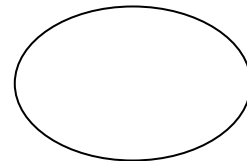
Gr:3- Tri syllabic



Gr : 4 -4 syllabic



Gr : 5 – 5 syllabic



## ACTIVITY

### TELEPHONE TALK

Every group has to frame and present a telephonic conversation by choosing any situation.

Ex :1.telephone talk - inviting for a picnic

2. telephone talk - describing a tourist spot.

### PARTICIPANTS' MODEL PRESENTATION FOR COMMUNICATIVE ENGLISH

A representative from each group may select any situation and present it before the participants as a model presentation for communicative English.

### EVALUATION AND FEED BACK

The trainer evaluates and asks each group to give feedback about the training in the format attached at the end of the module.

.....

#### For the Teachers of English

- [Listen to English-Language Channels/Radio](#)
- [TV News Programs](#)
- [Dictionaries](#)

Here is an article by a Teacher of English on '[Communicative Classes and Self-training](#)'

As with any language, it is important to practice hearing, speaking, reading, and writing English regularly in order to maintain or improve confidence and ability

when communicating. This is true of everyone, regardless of their level of English proficiency. The best way to improve your English is to study abroad. However, this is often not possible. So if you cannot go abroad to study English, then you could always bring the country to you!

The following are some suggestions that Indian teachers can easily use in order to establish regular exposure to English, right here in Tamil. These suggestions are specifically for teachers to employ for the sake of their OWN English exposure. However, most of these ideas can also be used in the classroom!

1. Listen to English-Language Radio

1. You can listen to these broadcasts in your free time, in the bus, or even use them in your classroom on a regular basis. Some examples of English-language broadcasts are:

- TV News Programs

\*the BBC World Service

2. Watch Movies in English

This can be a fun way to practice listening to naturally-spoken English. If possible, try watching a movie without Tamil subtitles, and see how much of the story you can understand in English and through body language. A big part of communicating in English is watching body language and gestures. Therefore, watching movies provides even more natural exposure to real-life English language communication. 3. Read an English Language Newspaper or Magazine

Subscribe to an English language newspaper and find interesting articles to bring into your classroom. Most publishers will send you a sample edition if you ask for it. Some now even offer reduced subscription rates for schools. You can also read newspapers online.

#### 4. Record Your Own Voice

In order to memorize important words and sentences, write them down in your notebook and / or record them on tape. Listen to the tape in your car on the way to school. *Don't underestimate imitation. It is the beginning of everything in language learning!*

#### 5. Write in English

Find time to write in English. For example, while you are listening to a speech or sitting in a meeting (conducted in Tamil), why not take notes or translate the main points into English?

6. Keep a Diary in English You don't have to write every day, but set aside time on a regular basis to write about what you feel or about an interesting experience. Writing in English is excellent practice, because you learn immediately what grammatical points you have the most trouble with. Foreign language diaries also provide you with a greater personal motivation to learn new vocabulary and new ways of expressing information. For example:

Monday

26<sup>th</sup> February,

2002

*This morning I woke up at around 7:30 am and had breakfast. After a bath, I travelled to school by bus. On the way, I listened to my favorite cine songs. When I got to school, I had lots of preparation to do for the 1<sup>st</sup> grade class. During the class, the Teacher of English taught me a new phrase: "Beating around the bush" means to hint around the subject (but not actually say it, to be vague or indirect.)*

#### 7. Take tests such as TOEFL, IELTS etc.

Attempt these tests, or a UN Official English Test. If you pass the tests, you can be more confident of your English ability. If you don't pass, but your score increases the next time, you can still see how much your English is improving. Don't give up!

#### 8. Speak **ONLY** English in your class

It seems obvious that you should speak English in your class most of the time. If you speak English *from the start* with a new class, they will become more used to listening to and responding in English.

This can be done through *Non-verbal Communicative Teaching*. For more information on the benefits of teaching English using *Non-verbal Communicative Teaching*, please see that subject in the [Teaching Approaches and Methodology](#) section of the website:

[www.gifuprefecturalboardofeducation.org](http://www.gifuprefecturalboardofeducation.org)

#### 9. Attend Seminars for English Teachers

*I would have been the same person I was ten years ago, if it were not for the books I read and the people I met.*

*-George*

*Bernard Shaw*

SSA (Sarva Shiksha Abhiyan) is a gold mine of learning opportunities and is constantly looking out for efficient and enthusiastic teachers for capacity building trainings and in turn function as Master Trainers for its various programs. In educational society today, there are a lot of good seminars available during the summer vacation. Some are even held abroad. British Council is one website which every Teacher of English must visit to get the latest updates. There is an engaging link on CPD – Continuous Professional Development , for every Professional in the realm of education..Seminars are



provided there as well. Learning any foreign language is a life-long process. Keep at it - you will see the results!

#### 10. Explore the Internet

Access to personal computers and the internet is steadily increasing in Indian schools. The internet is a great source of information, and the best part (at least for English teachers) is that most of the information is in English. There are literally thousands of home pages on nearly every subject imaginable for you to enjoy. The added benefit is that your English will be improving at the same time. There are [many search engines](#) available to help you find the information you want. These sites have a lot of information on education-related topics. If you have more time, wander around the internet sites and take them wherever they lead. You may start looking for one thing and wind up finding something altogether different and more interesting! If you don't have much time, but want to get a small sampling of what is available, try checking out [English-language web sites](#) to start with:

#### 11. Socialize with Other English Speaking people

Converse with other English speaking people. Try to Socialize with him or her in the teachers' room on a regular basis. Converse about topics unrelated to lesson planning or specific classes. Make sure to foster the sense that this is a social conversation, not a work-related discussion session. This is extremely valuable authentic experience with English communication. In addition, the Teacher of English will probably greatly appreciate your interest in forging a bond through communication. Many Teachers of English, often feel alone and outside of the group. Therefore they may be reluctant to begin socializing with other teachers. These Teachers of English will be relieved and many times excited to speak with you!

#### 12. English Dictionaries

It is necessary for a teacher of English to have a real English dictionary which defines words in English. An English to English dictionary will define the word in easy English for each of its meanings. This is also very helpful when teaching new words using alternatives to translation. English - English dictionaries also help with expressions and phrases. The expression "break-neck speed", for example, is defined as "dangerously fast". Without the use of an English - English dictionary, it is difficult to understand and use these types of expressions. In addition to English dictionaries, there are "thesauri". A *thesaurus* gives similar and opposite words for each entry. These books are commonly used for crossword puzzles and for people who want to increase their vocabulary. These types of dictionaries are also excellent for defining words in different English for vocabulary tests! There are many different dictionaries available, all for different purposes. "College" dictionaries are probably the most practical and useful for English teachers. Regular use of English dictionaries will further your understanding of English, and help improve your vocabulary. It is also a great aid towards avoiding translation in your classes. *However, be careful which dictionary you choose as spelling varies between British-English and American-English.*

*Continuous learning is the key to improving and maintaining you current level of English.* Good luck!

# **CHAPTER III**

## **THE NON-VERBAL COMMUNICATIVE TEACHING TECHNIQUE**

Non-verbal Communicative Teaching technique requires that only English be used in the classroom. Students learn the meanings of new words and phrases through gestures, body language, and context. This technique is widely considered to be the most effective means of introducing new language concept.

### **Good Communication in the Classroom**

- True communication is a two-way process.
- Communication is mutual understanding.
- True communication results in mutual influence.
- The key to a good relationship is trust.
- The purpose of teaching is learning: learning is changed behavior.
- Admittance of our ignorance is the entrance to our own education.
- Knowledge is more than information- it is conversion.
- Careful listening involves patience, openness and a desire to understand.
- Communication lies more in feelings than in words.
- Beware of the dangers of comparing.

# 1. PIE CHART



1. Which of the two components have equal portion ?
2. Say true or false. The portion of Food and Fats is the least portion.
3. Suggest a suitable title for the chart.



1. Is starch a major or minor component?
2. Fruits and vegetables occupy  $\frac{1}{3}$  of the total portion. Say Yes or No
3. Fat & Sugar are included in this chart, aren't they?.

## 2. PICTURE - READING

Describe the picture.



1. What do you know about this personality?



## 3. TABLE

Sl.No	Name of the Teacher	Qualification	Subject	Class Taken
1	V. Anand	B.Sc. B.Ed	Zoology	VII
2	M.R. Devika	M.A., M.Ed	English	VIII
3	S. Indira	M.Sc. M.Ed.	Chemistry	IX
4	A. Arivu Selvam	M.A., B.Ed	English	X
5	A.Sampath	M.A., M.Ed.	Tamil	XII

**Answer the following questions :**

1. Who teaches the Tamil subject?
2. What is the subject Mr. V. Anand teaches?
3. Miss S. Indira teaches Chemistry subject, doesn't she ?
4. Mr. A. Sampath's qualification is M.Sc., M.Ed., isn't it?

# CHAPTER- IV

## VOCABULARY

Developing infinitive and gerund structures

### Activity – I

- e) He goes to bank to ----- (meet, deposit withdraw).
- f) Meena brings the book to ----- (study).
- g) The students go to library to ----- (read).
- h) The monkey comes down to ----- (get, eat).

### Activity – II

- e) Why do we read News paper?
- f) Why do we come to school?
- g) Why do we play chess?
- h) For what purpose do you use knife?

### GERUND

### Activity – I

- d) What develops our mental ability? (playing chess)
- e) What develops our G.K.? (Reading News paper)
- f) What keeps our body fit? (Swimming everyday)

### Activity – II

- d) I saw him -----with Mani. (playing)
- e) He earns love -----the poor and needy (helping)
- f) The Teacher is busy -----questions (asking)

The students are asked to write an adverb in the blanks changing the adjective given in the first sentence.

Language Focus – Adjective and Adverb.

Lesson – Dance and sing with us.

1. She is a beautiful Artist. So she draws the picture -----
2. It is a happy family . They lead this life-----.
3. Anand is a fast reader . He reads the news paper-----
4. Lakshmibai is a brave fighter. She fights against British-----.
5. Praveena is a sincere student. She does her work -----
6. Kanchana is a fluent speaker. She speaks -----.

# **CHAPTER- V**

## **LANGUAGE STRUCTURES**

### **Expressions in the Dialogues**

(asking permission, asking help, expressing apology, thanking, inviting)

1: Excuse me sir, May I come in? (asking permission)

2: Could I take my book ? (asking permission)

3: Could you please direct me to the stadium? (asking help)

4: Excuse me , I am sorry.(apology)

5: Thank you for your help. (thanking)

### **Dialogue:**

Ramana : could you lend your bike?

Kannan : Yes sure, you take my bike.

Ramana : Thank you very much.

Kannan : (returning the vehicle key) Excuse me I am sorry for the late.

Ramana : It's no problem.

### **TASK**

Write a dialogue on your own expressing all the above feelings.



# CHAPTER- VI

## PRONOUNCIATION

**Read the paragraph with correct pronunciation, stress and intonation**

The teacher smiled and said, “Backstage, You’ll have to pull the curtains at the start of each item, and draw them at the close of the item”. “That means the audience is not going to see me?”asked Malar. The teacher nodded. Malar’s face fell. “This is the best I can do for you, now, Malar,” the teacher replied. “In this way you need not fear about any wrong movements on the stage. But you have to be alert and pull the curtain strings in the right way at the right time. Please don’t start dreaming”.

Read similar passages

✂ cut here ✂

### Evaluation Questionnaire

Module for class room communicative English BRC Level (2 days) 2012-13  
This module has been prepared with, the focus on developing communicative English in the class rooms.

Please help us to improve and develop our services further by completing this brief questionnaire

1. How far will this module help to improve communication skills. Circle one number on a scale between 0 and 10 where 0 = very unlikely to help; 10= very likely to help.

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

Very unlikely to help

Very likely to help

2. What benefit did you expect to gain from taking part in this training?

Please tick one box to indicate the extent to which you agree or disagree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
3. This training met my expectations					
4. Overall, this was a high quality training					
5. These activities can be implemented in my class					

6. Please comment on how well we did or did not meet your expectations.

Please tick one box to indicate the extent to which you agree or disagree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
7. Training relevance to your class room					

8. Do you have any suggestions on how we could improve similar trainings in the future ? What other types of trainings/ events would you be interested in attending in the future?

**Data Protection**

The information that you provided on this form will be used for the purpose of statistical and state analysis.

Your personal details will not be disclosed for commercial or other reasons.

Name: \_\_\_\_\_

Job Title: \_\_\_\_\_

Organisation/School: \_\_\_\_\_

e-mail address: \_\_\_\_\_

Contact telephone number: \_\_\_\_\_

Postal address: \_\_\_\_\_

# MODEL TEACHING

Teaching Learning Materials

Substitution Table , Picture , Water, Fruit , Word Cards , etc.,

## Activity: 1

Teacher asks the students to repeat after her / give answer the questions

### Motivation

1. Are you small children ?

No, we aren't small children.

We are children

2. Is he a bird?

No, he isn't a bird.

He is a boy.

## Activity :2

(clap your hands)

1. Are you clapping your hands now?

Yes, I am clapping my hands.

## Activity:3

(drink the water)

1. Is she is drinking the water?

Yes, she is drinking the water.

## Activity :4

(eat the banana)

1. Is he eating the banana?

Yes, he is eating the banana.

(finished eating the banana)

2. Has he eaten the banana just now?

Yes he has eaten the banana just now.

(The teacher asks the student to repeat the sentences)

### Activity :5

**Write similar sentences with the verb structures given below:**

(is playing, is eating, has played, has eaten, is working, has written, dancing, has done, is laughing, has laughed, is reading, has read)

**Frame sentence with given in the table:**

I	is ruuning		
HE	has run		
WE	has		
YOU	watched	the TV	
	is watching	MUSIC	now
SHE	are	the	just
	listening	book	now
	have		
THEY	listened		
	am taking		

### Evaluation

### Activity

Match the words to frame sentences. Read the sentences.

is washing    have taken    am bathing    now

they    are throwing    just now    has washed    it

they    are    it    are throwing

just now    hands    i    they

## **CHAPTER- VII**

### **CONCLUSION**

This module will enhance teachers with their communicative skill. It consists of chapters like spoken communication, written communication, non-verbal communication, vocabulary, language structures, pronunciation and model teaching. Various activities like play way activities like riddles, picture talk, dialogue practice, etc, have been given in simple English. So such activities pave the way to improve their communicative skills. It is sure that in turn they can also improve their students' communicative skills easily.

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## ANNEXURE

### ➤ VERBAL COMMUNICATION

### ➤ SITUATIONAL CONVERSATION

1. you have missed the bus and you are enquiring for the next bus .
2. your friend has won the Gold medal in State Sports , appreciate him with few words.
3. you have misplaced dictionary. Apologize for it.

### • ANAGRAM

Anagram is a word building exercise. New words are formed with the letters of the words already given.

Make an Anagram from each of the ten words given:

Eg. Care - acre

1. Does
2. Draw
3. Listen
4. Name
5. Rate
6. Salt
7. Stop
8. Tire
9. Words
10. Art

### • Action – Mime

Make the students understand various action words with this miming activity.

The teacher mimes the action, says the action word, students repeat word.

This activity is useful to introduce as many action words as possible.

Action words : Run, play, dance, sing, eat, sleep, jump, write.

• Find the missing partner

Alarm clock

Table tennis

1. Time .....
2. Cell.....
3. Police.....
4. Tooth.....
5. Head.....
6. Tape.....
7. Home.....
8. Foot.....
9. Torch.....
10. Sea .....

**4. Alphabetic professions**

**A- Actor**

**B- Banker**

**C- Collector**

**D- Doctor**

**E- Engineer**

**F- Farmer**

**G- Governor**

**H- Headmaster**

**I- Inspector**

**J- Judge**

**K- King**

**L- Lawyer**

**M- Mayor**

**N- Nurse**

**O- Officer**

**P- Pilot**

**Q- Queen**

**R- Registrar**

**S- Supervisor**

**T- Teacher**

**U- Umpire**

**V- Vendor**

**W- Writer**

**X- Xylographer**

**Y- Yeoman**

**Z- Zoologist**

## Tongue Twisters

### 1. RED BULB BLUE BULB RED BULB BLUE BULB

2. I wish to wish the wish you wish to wish, but if you wish the wish the witch wishes, I won't wish the wish you wish to wish.

3. Bubble bobble, bubble bobble, bubble bobble

4. Kacha papaya pacca papaya Kacha papaya pacca papaya Kacha papaya pacca papaya.

5. Double bubble gum, bubbles double.

6. Betty bought butter but the butter was bitter, so Betty bought better butter to make the bitter butter better.

7. A sailor went to sea To see, what he could see. And all he could see Was sea, sea, sea.

8. A box of mixed biscuits, a mixed biscuit box.

9. Upper roller lower roller Upper roller lower roller.

10. Purple Paper People, Purple Paper People, Purple Paper People

11. I scream, you scream, we all scream for ice cream!

12. She sells sea shells on the sea shore she sells sea shells no more

13. baboon bamboo, baboon bamboo, baboon bamboo, baboon bamboo, baboon bamboo, baboon bamboo.....

14. Black bug's blood.

15. Crisp crusts crackle and crunch.