

APPENDECIES

APPENDIX - I

NOTES TO TEACHERS, PARENTS AND GUIDES

Notes to Teachers

In helping learners learn, the teacher's role is very crucial. A country's education is as good as its teachers. In order to help our learners learn English we wish you to read the introduction to class-III English Primer before you read the introduction of this book. We have revised all our English textbooks from class III to class VIII. It will, therefore, be easy on your part now to deal with all these textbooks to help your learners learn English. In our introduction to class III English textbook we have stated, in some details, the problems of teaching English in the first year of learning English and how we have solved these problems. There was a big gap between the class III and class IV English textbooks. We have bridged the gap by carefully redesigning both the textbooks. Now the class III students, who will read the new book, will have no problem reading other book. But students who have studied the old book and now studying in class V, they are likely to have some problems. But we have tried to solve these problems by adoption new approach in all the books. Stated below are some suggestions for you on how to deal with different parts of a lesson.

Socialization :

Every class should start with socialization and end with leave taking as suggested in the introduction to class III textbook.

Teacher : Good Morning students.

Students : Good Morning sir/madam.

Teacher : How are you students ?

Students : Fine, thank you sir/madam.

Leave Taking :

Teacher : Good bye students. See you in the next class. Have a good day.

Students : Thank you sir/madam. Good bye.

The main purpose of adoption new approach is to help the learners who have not learned in the previous classes. In this class learning may indicate to write capital and small letters with right strokes and learn how to write words, phrases, sentences and a small chunk of writing in good hand. In order to take away the boredom of such achivers, we have placed diffrent tasks in between interesting activities. Learners will sing a song together, enjoy and forget the hard work done before and get ready to work again after brief relaxation. It is good to take the learners in confidence in this regard. Tell them this is hard work. We will work hard and enjoy with a song. Once taken into confidence, they will cooperate. Impositions will not work. As the main purpose is setting the learner's handwriting right, the instructions for good handwriting are provided in Appendix-II; Notes on Methods.

After a session of writing, you are to see what the learners have written correct their errors and provide support. If the class is large and you cannot see everyone's script, it is better to see some scripts, find common mistakes and provide academic support using the blackboard. Students who lag behind and fail to do the task, you have to help them personally or ask your good students to help them (as most of the good students complete their tasks early). If we do not help them at this stage, they will be problem for us in future.

Main Lessons :

Each main lesson, as stated before, has three sessions- pre-reading, while-reading and post-reading.

I

PRE-READING

At this stage, your role is to motivate your learners to read the text and we have suggested ways to help you. All the instructions for you and your learners are to be spoken by you to the learners. You also help your learners to read and comprehend the instructions. This will help them learn English and learn to do these tasks on their own. You just see them, read aloud what is written as if you are speaking to your students- occasionally translating the instruction in Odia. But slowly reduce the amount of Odia and increase the amount of English. Finding a pre-reading activity is difficult. If you have no better alternative, better stick to one that is provided or the picture provided.

II

WHILE-READING

This is as stated before is the most important part of a lesson. Take extra care not to read aloud and explain. Allow students to read on their own and comprehend as much as they can. When you ask them to read silently, you do two things – see that all are engaged in reading and get yourself ready for the question answer part. Even if some of your students are incapable of reading, let them see the text. Even seeing the text and getting a picture of it will be of some help for learning, better than your explanation of the text. While asking questions, follow the following suggestions provided in the Appendix.

1. Do not ask your students to write at this stage. This phase is purely for verbal transaction. Students will keep open their textbooks and locate the answers in their texts. Students who cannot read and comprehend will also gain if they just look at the text again and again. And if they do this for long, they will somehow learn to read. All our previous experiences are stored in our brain as pictures- the places and sights we have seen whether we have understood them fully or not. Let them store the picture of the page /paragraph in their mind in this way.

III

POST-READING

As stated before this phase has a series of mind engaging interesting activities for the students. Your job is to make the learners do these activities. While doing these activities, learners will, most of the time, keep open their books and will be allowed to consult the text at the time of need. Remember, at this stage the learners will read and reread the text many a time on their own without being aware of the fact that they have read the text so many times. What they have not understood during while-reading phase, they understand now. The self-learning

that you have initiated during while-reading now bears fruit. To do the activities, they read the text on their own again and again.

For easy transaction of post-reading activities of all the main lessons follow a common pattern. There are nine kinds of activities each activity for all lessons bearing the same number. For example, the VMDT activity bears the number -1 and comes first in all the main lessons. Let's describe what you have to do for each of the activities from activity 1 to 9.

1 Visual Memory Development Technique (VMDT) :

Please go through the method Appendix (II). The objective of this method is to develop the visual memory of the learners. Once visual memory is developed, learning becomes easy. Usually two kinds of activities are provided for the whole text and the part of a text. First VMDT is done for the whole text and then for a smaller part of it. Learners take photograph of the part with their eye cameras and then locate the answer to your question. Then open their eyes and verify. For each item this procedure is to be followed. Students would enjoy this activity very much. And the advantage of this activity is that the teachers need not verify whether the learners have done the activity correctly or not. The teacher can only guide and encourage to do the activities. The learners will be able to identify their own errors through their photographic memory.

2 Comprehension Activities :

The purpose of these activities is helping learners overall comprehension of the text.

3 Listening :

In earlier textbooks listening activities were not included. But listening is the foundation skill. It lays the foundation for other language skills. Therefore, we have included listening activities; you are to read aloud either some words or a chunk (a small paragraph or a stanza); your students listen to you and do the task provided in their book. You have to read aloud slowly and clearly. You can also repeat the part. After your students do the task, you can provide class feedback if the students are more in number. You write the correct answers on the blackboard. The learners will go for self-correction of their scripts. If you read aloud a paragraph from the text for listening, tell them in advance to read the paragraph and get ready to listen.

4 Speaking

Usually three kinds of activities are included under speaking-reading aloud, chain-drill and dialogue. For reading aloud, follow the suggestions provided in Appendix-III ©; Rules of Reading Aloud.

For chain-drill, read the method in the Appendix-II (4). The lines to be drilled are provided. If students are lowproficient and shy, you can first have a rehearsal - you read aloud the line, students repeat after you. Atleast do this two times. You can also write the line on the blackboard in good handwriting.

For dialogue, follow the steps below :

1. Write the dialogue in good handwriting on the blackboard.
2. Have a rehearsal – you read aloud, students repeat.
3. Atleast 2 rounds: Teacher- vs. - students, students –vs. – students

5 Vocabulary (as suggested)

6 Usage (as suggested)

Activities are provided under these two heads (5 and 6) .

7 Writing

Writing is no doubt, a very important activity. More time should, therefore, be given for this. This activity is given at the end of each lesson and follow-up-lesson. The previous activities prepare ground for it. Activities have been provided under this head; (1) one-sentence-answer type questions from the text and the others are interesting/creative activities. The first kind of activities lay the foundation for the second type of activities.

For one sentence answer type questions :

- Help students to locate the answer in the text.
- Get a part of the answer from the question itself and the remaining from the text.
- The tense for the question and answer should be the same.

(If the question is in the past tense, the answer preferably should be in the past tense.)

It will be better if you do these writing tasks before asking students to do.

8 Mental Talk (MT) :

Read about the method in the introduction. First, you do the mental talk then ask your students to do this.

9 Mind Activation :

As the name suggests, the objective of this task is to activate the mind of the students – to think.

FOLLOW- UP LESSON:

These lessons, as stated before, are sub-lessons based on the main lessons, but comparatively simpler and shorter. Though based on the main lesson, these lessons take learners a bit away from the main lesson and open up for them a broader world. Both you and

your learners need to learn on your own. While the main lesson is need based prepared/devolped with adequate activities for you, you have freedom to frame your own activities and both you and your learners can learn on their own. This will help you judge your and learners' performance in the teaching - learning process. You have to prepare yourself and make tasks for your learners from these sub-lessons under the following heads.

It will pave the way for the teachers to develop their professional skills because the textbooks provide a lot of activities and illustrations in cut and dried readymade form. In educationally developed countries, teachers prepare their own materials as often there are no fixed textbooks. Having fixed textbooks in cut and dried form have some advantages but many disadvantages; one of them being teachers not developing professional skills. These follow-up lessons will help you develop your teaching skills as you have to prepare the activities yourself. Not only do you have to prepare the tasks, but you have also to write these tasks on the blackboard in good handwriting using them as blackboard texts. During supervision, the supervising officials are required to see whether you have designed activities in the light of the follow-up lessons. They shall also see whether you have got the post-reading tasks done by the students with your correction and feedback.

You have been provided with time schedule for each lesson - in about 6 classes for a remedial lesson and about 10 classes for the main lesson and 5-6 classes for follow ups. But this is not fixed. You have academical freedom to rearrange the scheduled sessions.

Finally, a line about your professional growth-how to improve your English and professional skills. Please see the Appendix-II for this purpose.

Notes Parents :

In educationally developed countries parents, guides and teaching shops do not help learners to learn. But, unfortunately, in our countries the learners are deprived of getting the opportunity of joyful learning atmosphere. If you are helping your child in his/her learning, kindly see that your child mostly learns on his/her own and develops the skills not just cramming and scores good marks. In our current education there is a wide gap between learners' marks and skills. They pass with high marks without developing skills. This has increased your responsibility as you have to see that your ward not only scores good marks in examination but also has the skill matching marks she/he scores or else she/he will not be able to face the real life situations.

This book is based on learner-centred approach. Learners are to learn on their own with little outside help. Kindly, therefore, see that they are not helped more than what is necessary or else these helps will become interferences, intervening more than helping in your wards learning. We will request you to go through the introduction to this book before helping your child learn English.

Notes to Guide

The role of the guide is very important in our current education. If you are going to help class VIII students of Odia medium schools learning English, kindly go through the introduction to the book and the lesson before you teach English to them. This will help both you and your

learners. We promise, if you teach English dealt in this book as we wish you to teach, both your learners and you yourself will gain.

Notes to Inspecting Officials :

It is comparatively easy to be an administrator than an educationist, but it is difficult to combine both to become an educational administrator. You must have understood how difficult your job is.

If you are to inspect an English class of class VIII, kindly go through the introduction to the class VIII textbook and see how the lessons are designed. When you inspect a class, please first see in which phase of teaching a lesson the teacher is. Is s/he in the pre-reading, while-reading or post-reading phase? The learners' role is different in these three phases of a lesson. Please identify the phase and evaluate the class accordingly. Following a learner-centred approach we have done away with teacher's reading aloud and then explaining a text. Please see that teachers do not do this rather give learners to read the text and do the activities on their own and the teacher plays the role of a facilitator.

During inspection, kindly see the learners' textbooks – the workbook part of it. See whether the learners have done the activities and the teacher has corrected their scripts with feedback. In the follow-up (sub-lessons) teachers are asked to frame comprehension questions and language activities. Please see whether they have done this or not. We provide at the end of the book indicators of learning, which will help you judge the quality of teaching.

N.B.- Currently the greatest danger to education is cheap help, particularly through cheap bazaar notes (meaning books) which is spoon feeding and that cripple the learners. These bazaar note-books are to be discouraged as they go with readymade answers to the questions provided in the text books which is an affecting block to the true sense of learning.

- For any query contact to ELTI (9861955904/9861454167/9437463273) or Directorate of TE & SCERT (0674-2502928).

APPENDIX - II

NOTES ON TECHNIQUES

1 Brainstorming

Brain is the centre of learning. No learning can take place without brain. In this book, we use BS Method to activate the brains of our learners. This can be done in many ways. We can write a word, for example 'rain' on the BB and ask our learners to come up with words that relate to the word 'rain' like –storm, umbrella, flood, mud — — — etc. Similarly we can introduce a topic from the textbooks of students by writing the title on the BB, then use BS to help learners predict the possible contents of the topic. Any writing, be it a paragraph, an essay or a letter can start with BS. In real life we often storm our brain to solve our day to day problems. But unfortunately, we never use BS to help our learners to learn. If we have not done this before, let's make this a part of our present teaching.

2 Visual Memory Development Technique

Those who are endowed with powerful visual memory are found to learn faster. Whatever they see gets visually printed in their minds. In fact each one of us is endowed with visual memory. By closing our eyes, we can mentally see places, even persons, that we had seen long before. Our eyes act as cameras and our brain as computers to store what we see. But unfortunately, our students while learning do not use their visual memory to the extent they do in their real life. Thus, the visual memory of our learners can be developed by systematic use of VMDT.

Ask students, after they read the text, to take a photograph of the text with their eye cameras. Then close the book and ask them to locate words and phrases in the text (at the top, bottom, left, right, middle of the text). The students can also be trained to use this method on their own. They read a paragraph, take a mental photograph of the paragraph in their eye cameras. Next, they cover the page and ask themselves to locate important words from the text by touching the cover with their index fingers. Then they remove the cover and see whether they have rightly located the word. They can keep on doing this till the paragraph gets printed in their brains. Students enjoy VMDT activities very much. Use of the method over a period of time helps learners remember things better. Please try and see.

3 Mental Talk

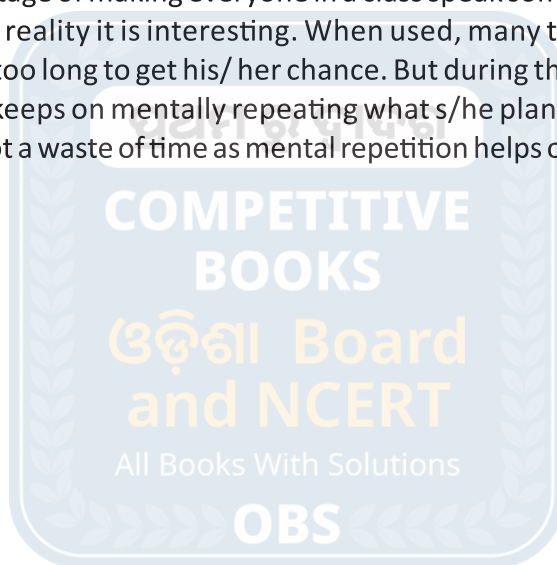
This is a very good method for learning language, particularly a second language like English. Language is a very complex matter. How humans pick up language so quickly, particularly the small ones do so at homes. Earlier, it was thought that language was mostly learned by speaking. Language is verbal. But current researches have shown that language is more mental than verbal. We learn language so quickly and so fast because most of the time, without being aware, we mentally talk. This mental talk helps us master a language which is so complex. But the thing is, we mentally talk in our mother tongue. But it is possible, with a little conscious effort, to mentally talk in English. Suppose we are going to the market to buy certain

things, usually we mentally talk (First I'll go to the medicine shop— — — —) and plan. But with conscious efforts, we can do this in English. And once our learners begin to do this, learning of English becomes easy on his/her part. This has two benefits: One, in our context, there is little scope to speak in English, which is why we fail to learn English. Second, even when we get the chance to speak English, we hesitate to speak in English for fear of going wrong. Mental talk provides us the scope to use English without fear of going wrong.

Our students can be encouraged to mentally talk in English. We can call them to mentally repeat lines from a poem they have read or a dialogue they have practiced to start with.

4 Chain-drill

Chain-drill is an utterance – a word, a phrase or a sentence, a line from a text or the title of a story – which the learners of a class repeat one after another in a serial order, usually at the beginning or at the end of a lesson. Students can also be asked to introduce themselves through chain-drills. For example, "I'm _____. I am from _____. What about you? Chain-drill has the advantage of making everyone in a class speak something. Apparently, chain-drills seem boring but in reality it is interesting. When used, many think it is waste of time for many as one has to wait too long to get his/ her chance. But during this time the person waiting for his/her turn, in fact, keeps on mentally repeating what s/he plans to say when his/her turn comes. It is, therefore, not a waste of time as mental repetition helps one learn Language.



APPENDIX - II

SOME USEFUL TIPS

A. Instructions For Good Handwriting :

1. Put your writing paper on a hard plain surface, not on heaps of books, your lap or a pillow.
2. Use ink /pencil (well sharpened) dot pen; bad dot pens affect handwriting.
3. Provide margins at the top and left of the sheet of paper you are going to write on.
4. Write in straight line. Rolled paper is more useful for the beginners.
5. Use unjoined printed letters.
6. Always tilt all your letters slightly to the right.
7. Provide proper space between words and lines.
8. Use neither too big nor too small letters.
9. Avoid over-writing.
10. Maintain distinction between your capital and small letters.
C,K,O,P,S,U,V,W,X,Y,Z
c,k,o,p,s,u,v,w,x,y,z
11. Take care of your problem letters –m,n,u,w , for example. You write the blackboard text on BB, then, move inside the class to help your students to follow these principles of good handwriting. Correct and instruct them where necessary.

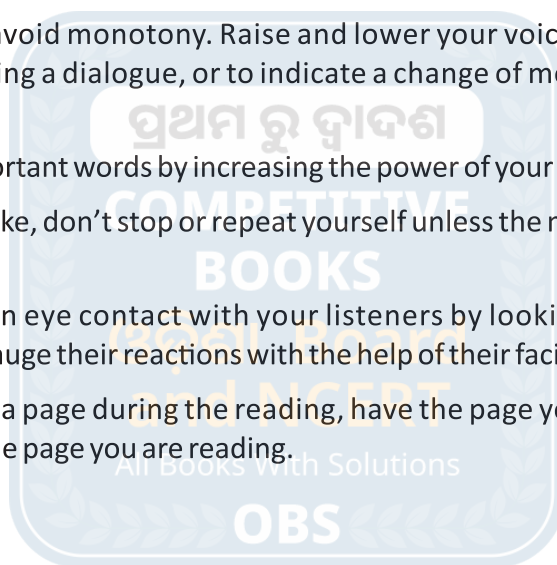
B. Suggestions for asking questions during while-reading stage :

1. Ask right question to the right person.
2. Distribute questions all over the class.
3. Ask question to the whole class-then identify whom you want to answer your question.
4. Never answer questions to yourself-provide clues to help your students to ask you questions.
5. Encourage your student s to ask you question.
6. Encourage your students' question-ask other students to answers to answer.
7. If you fail to answer your question from your student, bounce back the question to the whole class (you can answer his/her question?
8. Allow your students to answer in words/phrases....don't force them always to answer in full sentence.
9. Allow them to answer in chorus at times so that the shy ones can join with others develop courage to answer individually later.

10. Allow your students to consult the text while answering your questions
11. Allow your students to answer in Odia, if it is difficult on their part to answer some questions in English.

C. Rules of Reading Aloud :

1. Make yourself familiar with the text before you see it in the class.
2. Introduce briefly what you are going to read.
3. Hold the book or paper up in front of you but not blocking your face.
4. Look interested in what you are reading.
5. Your voice should be clear and loud enough to be audible to all the learners. Use correct volume depending on the size and shape of the room, the number of people in it and what you are reading.
6. Don't read too fast. The listeners need time to absorb what is being read to them.
7. It is important to avoid monotony. Raise and lower your voice to show that a different character is speaking a dialogue, or to indicate a change of mood or to introduce a new idea.
8. You can stress important words by increasing the power of your voice or by lowering it.
9. If you make a mistake, don't stop or repeat yourself unless the mistake alters the meaning of the text.
10. If you can, make an eye contact with your listeners by looking up from your text and looking at them. Gauge their reactions with the help of their facial expressions.
11. If you have to turn a page during the reading, have the page you are going to turn ready before you finish the page you are reading.



APPENDIX-IV

LEARNING INDICATORS

(Based on NCERT Learning Outcomes adapted to our context in Odisha)

Skills/ Sub-skills	Learning Indicators	Suggested Pedagogical Processes
1. Listening and Speaking	Learners : - Listen to simple instructions in context both outside and inside classroom and respond. - Listen to short chunks in English and fill in forms /gaps based on the chunk. - Participate in group discussion and take the lead role when necessary. - Take part in conversation practice - Respond to simple queries. - Read aloud with right pause and stress on the message carrying words. - Take dictation of 4-5 lettered words with 70 to 80% accuracy. - Listen to and respond to announcements at airport/ railway station with 70% -80% accuracy. - Can predict pronunciation of words from spelling.	- Listening to instructions in classroom, school and outside classroom. - Taking part in dialogues, chain-drill and role play based on lessons. - Reading aloud poems and paragraphs of lessons in classroom. - Practise through Mental Talk. - Doing activities linking to pronunciation.
2. Reading	Learners : - Read and comprehend poems/paragraphs prescribed with 80-90% comprehension. - Read and comprehend instructions in public places with 90% -95% comprehensions. - Can guess meanings of unfamiliar words from context with 80% comprehension. - Read and predict what comes next in a prose text with 60% correctness. - Read and comprehend a variety of authentic materials with 70-80 % comprehension. - Read railway time table and different forms and brochures with 80% comprehension. - Read and comprehend simple texts in English not prescribed with 70-80% comprehension. - Read and locate information with 80-85 % comprehension.	- Doing activities at both while-reading and post-reading sessions - Doing VMDT activities. - Reading authentic materials - Reading the instructions in the text books. - Participating in exposure classes. - Answering prediction questions at the while-reading stage.
3. Writing	Learners : - Write 30-60 word answer type questions with 70-75% accuracy. - Make notes in words and phrases using simple diagrams where necessary. - Can take dictation of small paragraphs. - Can convert notes to writing with 60-70% accuracy.	- Mostly through doing post-reading writing activities. - Use of authentic materials in classroom. - Doing simple controlled composition. - Copying blackboard texts.

	Learners : • Can read a paragraph on a theme and write another paragraph in another subject based on the paragraph read. • Can write names of persons and places with minimum problem. • Can write simple poems in English based on the pattern of a poem read.	• Writing posture/notice exercises • Doing similar post-reading activities
4. Vocabulary	Learners : • Have a stock of 5000-6000 English words both passive and active. • Stock of about 1000-2000 active words. • Solve cross-word puzzles with 80% accuracy. • Correctly spell about 80-85 %words they know. • Can infer meaning of unfamiliar words from context with 60-70%	• Mostly through doing vocabulary activities provided in the post reading stage of the lesson. • VMDT activities as visual recognition helps one learn vocabulary, especially the spelling.
5. Grammar and Usage	Learners : • Identify word category with 80% recognition. • Can use simple present and past forms of verbs in context with 80% of comprehension. • Use punctuation marks appropriately in writing such as question mark, comma, full-stop and capital letters.	• Mainly through post-reading activities or grammar or usage. • By getting exposed to texts, sub-texts, tail-pieces and texts in exposure classes.
6. Reference Skills	Learners : • Use dictionary to find out meaning and spelling of words • Quickly locate the word/ reading words in alphabetical order. • Can read the symbols for verbs, nouns.....etc.	• Mainly through use of mini-dictionaries provided at the end of every lesson. • In dictionary classes – classes especially devoted to use of dictionary.