

- A sentence which has verb is called clause
- A sentence which does not verb is called phrase
- Allophone - Realization of words / sounds
Ex: Free, Three, The
 w ʒ ɪ

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* Art (or) Science

G - Pedagogia

M - Lead to the child

Lang :- Latin - Lingua

M - Produced through tongue

Linguistic: Systematic study of language

* Pedagogia word derived from 'Greek'.

⇒ 'The meaning of pedagogia is 'lead to the child''

* Language word derived from 'Latin'.

The meaning of language is "produced through tongue"

1) Sounds: 1. Phonetics [IPA]

2. Phonology - Organization of sounds.

3. Phoneme - There are 44 phonemes are there

4. Allophone

Short vowel
Long vowel
pure vowels
12 (monophthongs)
8 - diphthongs

vowel sounds

consonant sound

20

24

2) Words: 1. Morphology - organization of words

2. Morpheme

3. Lexical word

4. Grammatical words (or) functional words

Formulae (Gesture) it belongs to Syntax

3) Syntax: (Grammatical order) / Structure / pattern
Study of structure / study of grammar

4) Semantics: study of language in meaning

Pragmatics: It means practical knowledge.

ಪ್ರಾಯೋಗಿಕ, ಸಂದರ್ಭಕ್ಕೆ ಅನುಸಾರವಾಗಿ ಬಳಸುವ

5) Grapheme: Smallest unit of writing

IPA
International Phonetics
Association

6. Phonetics: 1. Articulatory phonetics
2. Auditory phonetics
3. Acoustic phonetics (air)

* Phoneme, morpheme, Grapheme.

→ Phoneme - Smallest unit of sound

Morpheme - Smallest unit of meaning^{word}

Grapheme - Smallest unit of writing

eme - Smallest unit

Ex: Unusual.

↳ Phoneme's :- un, ʊ, z, u, l, ɪ

↳ Morpheme's :- 2 - un, usual

↳ Grapheme's :- U

Note: All morphemes are not words, but all words are morphemes.

* Lexical word: (content words)

* These are common word @ Ordinary words

* Meanings are not changes

Ex: Boy, Girl.

* ಸಾಮಾನ್ಯ ಸಾಮಾನ್ಯ ಸಾಮಾನ್ಯ ಸಾಮಾನ್ಯ

* ಸಾಮಾನ್ಯ ಸಾಮಾನ್ಯ ಸಾಮಾನ್ಯ ಸಾಮಾನ್ಯ

* ಸಾಮಾನ್ಯ ಸಾಮಾನ್ಯ ಸಾಮಾನ್ಯ ಸಾಮಾನ್ಯ

* Grammatical words: (for sentence structure)

* These are not have complete meanings.

* These are changes to every situation, these are also called functional words.

Ex: Auxiliary words (is, was, an, have, has)

* Syntax: * Grammar ಅರ್ಥಪೂರ್ಣ ವಾಕ್ಯರಚನೆ.

* Semantics: ವಾಕ್ಯಗಳ ಅರ್ಥಪೂರ್ಣ (meaningful) ವಾಕ್ಯವೇ.

* Allophones: Realization of sounds.

Ex: Cricket, Circle.
ಕ್ರಿಕೆಟ್ ಸರ್ಕಲ್
ಕ್ ಸಿ

* ನಾಳೆಯ ಮೂಲಕ ನಮ್ಮ ಮಿದುಳಿಗೆ ತಲುಪಿದ ಸಂಕೇತವನ್ನು
Acoustic phonetic.

(Air through)

* ನಾಲೆ, ಬಿಲ್ಲ & ತುಳುಕುವೆನ್ನು ಬಳಸಿ ಹೊರತು/ಹೊರತಾಗುವುದು
⇒ Articulatory phonetics.

* ಕಿವಿಯಿಂದ ಸಂಕೇತವನ್ನು ಸ್ವೀಕರಿಸುವುದು, ಕಿವಿಯ
ಮೂಲಕ.

→ Auditory phonetic.

21 consonants

24 consonant sound.

Reading

Silent Loud

Reading

Reading

Comfort x discomfort

Fortune x misfortune

Comfortable x uncomfortable

ability x inability

able x dis, unable

Interest x disinterested

Interesting x uninteresting.

just x unjust

justice x injustice

1) septhongs need continuous practice while teaching pronunciation.

septhong is an...

a) Long vowel

b) Consonant

c) Short vowel

~~d) Two vowels jointly used~~
Two vowels gliding.

2) Phonetic aspects of language deals with

a) Writing

b) Reading

~~c) Sound, Spelling, Pronunciation~~

d) Understanding.

3) Study of meaning in a language is known as

a) Syntax

~~b) Semantics~~

c) Morphology

d) Linguistics

4) For effective communication one has to master

a) Vocabulary

b) Structure

~~c) Both vocabulary & structure~~

d) Mechanics of writing.

5) A word gets its meaning from its ..

a) From dictionary only

b) Spelling

c) Origin

~~d) In relation to its context~~

6) A phoneme is

a) A septhong

b) A vowel sound

~~c) A single unit of sound~~

d) A single unit of word.

7) Madam drives a bicycle

~~c) correct syntactically but~~
Semantically incorrect

b) Semantically as well as syntactically correct

c) Correct Semantically but syntactically incorrect.

d) Syntactically as well as Semantically incorrect.

8) Content words are called.

a) Grammatical words

~~b) Lexical words~~

c) Empty words

d) Functional words

9) which is a lexical word

a) Love

b) is

c) the

d) might

10) which is the functional word.

a) However (conjunction)

b) Principal

c) booking

d) Someone

LSRW

23/04/24

LR - Input Skill / Receptive /

Reproductive / Passive skills.

SR - Output skill / Productive /

Creative / Expressive skills.

LR = Comprehend. (B & B)

SR = Productive

LS = Primary

RL = Secondary

Differences

Hearing :- Sound = No mind

Listening :- Sound = Retain / Recall.

Listening

Intensive: Par. Purpose / Scientific
information / Less-concentration /
Classroom Ex. Exam / Coach.

Extensive: Casual listening / low
concentration / way today common
Routine classroom list / Walking

Reading

Skimming: Take a glance / casual
reading / General idea / Ex. May

Scanning: Particular information
Intensive reading.

Ex: Newspaper, Particular answer

11) Match the following

1) Semantic aspect

2) phonetic aspect

3) Graphic aspect

4) phonetic cum
Graphic aspect

a) Reading

b) Listening

c) Speaking

d) Writing

1) → b)

2) → c)

3) → d)

4) → a)

* Skimming and Scanning

listening

* Intensive & Extensive reading

Ex: Intensive

1) Intensive reading

2) Extensive reading

Coding - Encoding - Decoding

Sender - Message - Encode - Receiver - Decode

Ex: Doctor - Coding - Medicine (Encode) - Medical shop - He gave medicine (Decode)

* Coding and encoding both are belongs to Sender

* Decoding belongs to Receiver

* Coding - decoding comes under reading skill

Top down method:- (Ex: Newspaper exp. where headline comes first and then the news follows)
Predict - headlines

* It comes under reading skill

Bottom up method:- Understand individual meaning / phonemes / syllables / words and clauses. (Ex: word by word meaning and then the sentence meaning)

* It is also comes under reading skill.

Grammar

Inductive method: bottom up - Specific - General → Example to rule

Deductive method: top down - General - Specific → Rule to Example

→ Rule: names of river we use the article

Ex: the Ganga, the Yamuna - -

Ex: an hour
an honour
an honest
an hair

Rule:

In the given examples 'h' is silent

as it has vowel sound so we use 'an'

article

Example to rule

Language Acquisition

- 1) No grammar rules
- 2) Natural process

3) Communication in Environment

4) Unconscious process

5) Informal Situation

Methods:

Methods

- 1) Grammar translation method
- 2) Direct method
- 3) Bilingual method
- 4) Audiolingual method
- 5) Communication teaching method
- 6) Total physical Response
- 7) Dr. West New method
- 8) Substitution method

Method - How to teach?

Approach - What to teach?

Language Learning 26/04/24

1) Grammar rules

2) No natural process

3) Theoretical knowledge

4) Conscious process

5) Formal Situation

Founder

1) Grammar translation method - Prof. Karl Plötz

2) Direct method - Maximilian Berlitz

3) Bilingual method - C.J. Dodson

4) Audiolingual method - Charles Fries

5) Communication teaching method - James Asher

6) Total physical Response - Michael Philip West

7) Dr. West New method - H.E. Palmer

GKDM B D ACTS WM SP

Grammatical translational method

- 1) Prof Karl Plotz
- 2) Traditional / Classical and oldest method.
- 3) Teaching language = Mother language (No limit)
- 4) Unit - word (unit of teaching)
- 5) Mother language remains foremost
- 6) complete ignores speaking & listening

Merits of G.T.M.

- 1) It use to all types of students
- 2) Speaking, listening improves & Reading, writing
- 3) Scientific

Bilingual method.

- 1) C.J. Dodson
- 2) T.L = M.L (limit) NW/phr/ Sentence. NW - New word phr - phrase
- 4) Unit - Sentence (unit of teaching)
- 5) Gradually ends
- 6) Gradually enhances speaking & listening

Demerits G.T.M.

Teacher of suggested mother tongue students for suggested

- ① Reading, writing decrease
Speaking, listening decrease
- ③ Unscientific
- ④ Does not translate to mother language.
- ⑤ It not use for lower level classes.
- ⑥ For beginners it not suitable

1. The study of how combine to form phrases, phrases combine to form clauses and clauses join to make sentences is known as

- a) Semantics ~~b) Syntan~~
- c) Collocation d) Colloquid.

2. English language has — consonant sounds

- a) 21 b) 22 c) 23 ~~d) 24~~

3. Which one does not have a diphthong.

- a) boy b) Eye ~~c) Spin~~ d) I

4. The smallest unit of word is called —

- a) Phoneme b) Allophone
- c) Juncture (Particular event)
- ~~d) Morpheme.~~

5. Reading is a — Process

- a) Encoding b) Listening
- ~~c) Decoding~~ d) coding.

* Writing, Speaking - Encoding

* Listening, reading - Decoding.

6. Correct speech habits can be developed ^{most} effectively through —

- a) Vocabulary b) Quizzes
- c) Dictation ~~d) Pronunciation~~

24/10/21
7) Extensive reading is aimed at helping the learners read text for a) Specific detail b) Gist c) Involvement d) Accuracy.

8. A teacher of Class VII asked her students to read a short story and come to the class. She ask them to discuss the major points of the story in groups and present them to the whole class - what is the reading known as

- a) Intensive b) Reading with purpose

c) Reading for thinking

~~d) Extensive.~~

9. If you're skimming a reading activity is closely associated with

- ~~a) Speed~~ b) Accuracy c) Coding
- d) Reading a loud.

Scanning → Intensive
→ Accuracy
→ detailed
→ Specific Extension

Skimming → General
→ Gist
→ Extensive
→ Pleasure

10) If you are listening to the description of how to reach a specific location then you are doing.

a) Casual Listening

b) Focused Listening

☒ c) Intensive Listening

d) Extensive Listening.

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11) Scanning and skimming are the strategies for

a) Right Pronunciation (Reading)

b) Meaning (writing)

☒ c) Fluency (speaking)

d) Accuracy (thinking)

12) The rise and fall of tone is

a) Pronunciation b) stress

☒ c) Intonation d) strain

13) To get specific information which reading method is suitable?

a) Loud Reading b) Extensive R.

c) Silent Reading ☒ d) Intensive R

14) Decoding stands for

☒ a) deciphering sounds in word and sentence understanding the sentence is clearly

b) Passing on a message to others

c) only recognising the different b/s sound.

d) Failure to understand the given text

15) which of the following skills are called primary skills.

☒ LS b) LR c) WR d) SW

receptive

secondary
creative
productive
expressive

16) Under which activity do recognising sounds and deducting (finding) meaning from them come as Speaking b) Reading ☒ c) Listening d) writing.

17) A primary teacher should introduce Reading through

a) Stories b) Alphabet book

☒ c) Picture book d) phonic teaching

18) Listening comprehension is a

a) Hearing skill ☒ b) Receptive skill (L)

c) Creative skill (SW) d) Productive skill SW

19) At class 2 (two) sharing stories families experiences employing gestures were appropriate is a subskill of — function

a) Reading b) listening

☒ c) Speaking d) writing.

20) Intensive reading is aimed at by helping the learners read a text for.

a) Improving study skill

b) Accuracy

c) pleasure only

☒ d) Information

21) Scribbling is a stage of
a) S b) L ~~c) W~~ d) R

22) Scanning is a reading
activity which helps the learners
to

- ~~a) Draw out information~~
- b) develop competence in the linguistic
- c) Know the meaning of the word
- d) Enrich the vocabulary

23) Students need to brainstorm
ideas organise them draft, edit
and revise their work is a process
of

- a) Reading ~~b) writing~~
- c) Listening d) Speaking

24) Which of the following is
best suited for improving
the speaking skill of learners.

- a) Recitation of poetry
- b) Reading a prose and drama
aloud.
- c) Oral language drill
- ~~d) Debate and discussion~~
followed by Roleplay.

G.T.M - Prof Karl plotz

TCO | TL = MT

(No limit) / words / Forever
Ignores SL.

B.M - C.J Dodson / - /

TL = MT (limit) / sentence /
Gradually ends / Gradually
improves SL.

D.M - Phonetic / Anti grammar
-cal / Reform Grammar is
taught / Text book available
are same.

A.L.M - Army method / Aural-
oral method / no text book /
dialogue, memorization, drills,
repetition, chain, substitution
(Audio Lingual method)

C.T.M - Language acquisition
Environment.

T.P.R - Only beginners /
Total physical response method.
New West - Silent reading

* Example to rule - D.M
Inductive method

* communication teaching
method - CTM.

Learning Disabilities

- 1) Dyslexia - Reading
- 2) Dysgraphia - Handwriting
- 3) Dyscalculia - Numbers
- 4) Auditory Processing disorders
- feel full
- 5) Language processing disorders - Both Exp / Rec.

Errors in English language:

- Productive $\Rightarrow$ Receptive
- Lexical $\Rightarrow$ Voc / phonological / Pronunciation.
- Syntactical $\Rightarrow$ Grammar
- Pragmatic $\Rightarrow$ Rules of conversation.

Theories of language development

Behavioral - B.F Skinner /

Nativist, Linguistic theory - Noam Chomsky.

* Social Interactionist theory - Lev. Vygotsky.

Cognitive = Jean Piaget

B:- Infants - Stimuli $\Rightarrow$ Response,
parents $\Rightarrow$ reinforcement - Small kids.

* Positive reinforcement - Praise, reward,

* Negative reinforcement - Correction.

N:- Innate Capacity = LAD $\Rightarrow$ Language Acquisition device.
Psychologist $\Rightarrow$ don't believe.

S:- Pragmatics $\Rightarrow$ Practical meaning / Grammar taught later.
No innate ability.
Environment important $\Rightarrow$ language acquisition / social interaction / no reinforcement.

C:- Cognitive $\Rightarrow$ mental development X LAD / Can't understand psychological maturation.

Principles of Teaching English Language: 05/05/2024

- 1> Starting with Speaking not writing.
- 2> Making language learning interesting [Methods / AV aids / Life like situation]
- 3> Correlation with life [Traditions / Society]
- 4> Motivation - [Creates interest / praise, prize, grades, AV aids, Picture, chart]
- 5> Integrated manner (LSRW)
- 6> purpose - [commercial / social / scientific / academy] × passing exam / should be decided early stage.
- 7> Natural process [Talking in TL / Group discussion]
- 8> Habit formation [Story books / News paper / library / correct grammar / pronunciation / Repeating]
- 9> Practice [design tasks]
- 10> concrete to Abstract [Plays - AV aids]

1> Grammar translation method

Merit:

* Traditional, classical method and oldest method.

* TL = Target Language

* MT = Mother tongue

Unit of teaching word.

↳ word to word meaning.

Ex: I don't go there.

* It is use to all types of students.

* Mother tongue is always present.

* It ignore speaking and listening.

* It is use to all types of students, average teacher

* It is economical

* No difficulty level.

Demerit:

* It is unscientific (speaking skill reduce)

* we can't translate everything in mother tongue

* If teacher doesn't know student mother tongue

2) Bilingual Method:

- * Target language teaching
- Below mother tongue limit & use understood.

* Ex: New words, phrases, idioms.

- * Unit of teaching sentence

Ex: If you have invited me, I will attend the function.

- * MT Gradually decreases
- * SL is Gradually increases
- It convert direct method.

3) Direct method:

- * Complete listening in English
- * Phonetic / Antigrammatical method / Reform method.
- * Inductive method is implement
- ↳ Example to rules
- * Text book is available.

Audio Lingual method:

- * Army method / Aural-Oral method.
- * No text book.
- * No reading & writing.
- * Dialogue, memorization, drill work, repetition chain, substitution.
- * Only speaking & listening purpose only.

Communication Teaching Method:

- * Language acquisition / environment
- * No grammar, no teaching.
- * To learn through environment.
- * It improves SL.
- * No text book.

Total physical response method:

- * It is only suitable for preprimary school.

- * It is only for beginner, no text book.

- * Only listening & speaking improvements.

- * Cluttered classroom no use

New West method:

- * Silent reading.
- * Only improve reading & writing.
- * Unscientific

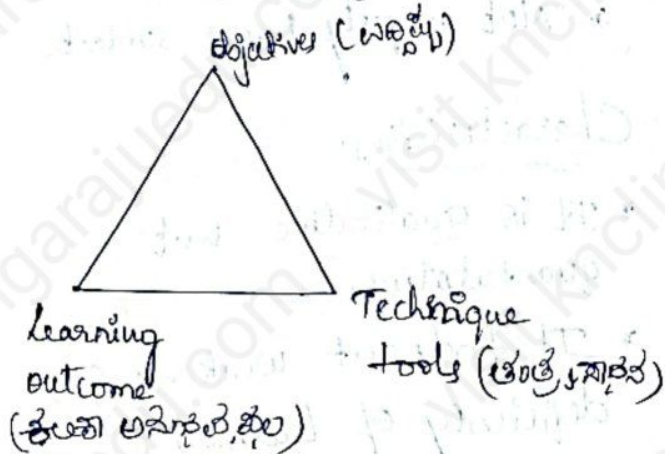
- * Not use for speaking.

- * Speaking & listening is improve highest order. - 1st

↳ Direct method
↳ 2nd A.L.M @ R.L

CCE in English Language

CCE - Continuous Comprehensive Evaluation



- * Evaluation is continuous process.
- * CCE evaluates over all development of student. (ಅಭಿವೃದ್ಧಿ ಸಂಪೂರ್ಣವಾಗಿ)
- * It evaluates curricular (ಪಠ್ಯಕ್ರಮ) and co-curricular subjects.
- * It is holistic evaluation (ಎಲ್ಲಾ ಮಟ್ಟದಲ್ಲೂ).
- * It helps to diagnose learning gaps.
- * CCE gives the feedback to child & to teacher and also their parents.

Aims of CCE:

- * It helps to regular assessment.
- * It evaluates Holistic [over all development], cognitive, psychomotor, affective skill]
- * It focus on grades rather than marks.
- * It helps to promote students to next class.
- * CCE is a continuous process.

Importance of CCE:

- * It helps to promote students to the next class.
- * It helps to do Effective teaching
- * It gives confidence to the learner.
- * It is child centred evaluation.
- * Activity based evaluation.
- * It helps to know strength & weakness of students.
- * Evaluation used as TLM.
- * Evaluation is integral part of teaching.

↳ 2 types of CCE

- 1) FA (Formative Assessment - ಬೆಳವಣಿಗೆ)
- 2) SA (Summative Assessment - ಸಂಕಲನ)

I Formative Assessment:

- * It is formal & informal assessment.
- * It gives continuous feedback to learners & teachers.
- * It is process oriented assessment.
- * In one year 4 exam conducted.

1 FA = 15 marks for 1 to 5th std.
- 1 year = 60 marks

1 FA = 10 marks for 6 to 10th std
1 year 40 marks

- * It is conducted by beginne of the course.

II Summative Assessment:

- * It is conducted at end of the term.
- * Term end exams / It is type of achievement test / Goal oriented Assessment.
- * In 1 year 2 exam conduct
- * 1 SA = 20 mark for 1 to 5th std.
= 1 year = 40 marks
- 1 SA = 30 marks for 6th to 10th std
= 1 year = 60 marks

* Holistic Evaluation of learners is done by - CCE

1) A Summative test is used - at the end of course.

2) CCE provides feedback - Child, teacher, parents, all of the above.

17/05/24

Diagnostic test & Remedial Teaching

Diagnostic test:

- It diagnoses,
 - * Learning disability
 - * Learning gaps
 - * Learning deficiency

* slow learners

* fallen behind others
(~~बिचोरे~~ ~~बिचोरे~~ ~~बिचोरे~~)

* Not properly learnt students

Characteristics:

- * It is qualitative not quantitative.
- * It finds out weakness & deficiency of learning.
- * It is effective tool for teacher competency.
- * It is based to form tutorial group.
- * It helps to remove learning difficulties.
- * No score made on correct answer
- * Scope for wrong answer
- * It adopts only objective model test.
 - True or false
 - Fill in the blanks
 - match the following
 - one word answer
 - Pie chart / Pic out odd one

* ~~अधिपति~~ ~~अधिपति~~

→ Achievement test - is both quantitative & qualitative

Steps of diagnostic test:

→ There are 5 steps.

- 1) Try to know about the students who are facing problem in learning.
- 2) Try to know about the students weak area.
- 3) Try to know the reasons for mistakes or problem.
- 4) Think about solution.
- 5) To avoid this mistake in future.

Remedial teaching:

- 1) It is reteaching.
- 2) It is special teaching.
- 3) It is remedial teaching (ಪರಿಹಾರ ಕ್ರಮ).
- 4) It enhance learners interest.
- 5) It provides motivations students.
- 6) It rectify particular problem area.
- 7) It provide clear instructions to learner.
- 8) It remove learning gap then learning deficiency and it improves slow learner.

9) It address the learning gap students.

- 10) It conducts subject teachers for 4 to 9th class.
- 11) It is conducted at last period.

Steps of Remedial Teaching:

- 1) Pre-test conduct (diagnostic test, ಪೂರ್ವ ಪರೀಕ್ಷೆ).
- 2) Identification of problems (ಸಮಸ್ಯೆ).
- 3) Diagnostic test (ಪರೀಕ್ಷೆ).
- 4) Remedial instructions (ಪರಿಹಾರ ಕ್ರಮ).
- 5) Appropriate strategy/technique (ಸೂಕ್ತ ಕ್ರಮ).
- 6) Remedial teaching (ಪರಿಹಾರ ಕ್ರಮ).

Approaches

13/05/24

Note: ① All sentences are structures

but all structures are not sentences.

* Speech is important / pupils activity is more important than teacher activity.

② It is also known as aural-oral approach / New approach.

Types of Structure:

There are 4 types of structures.

1) Sentence patterns

↳ English has 275 sentence patterns.

→ 7 parts - SV / SVO / SVOC / SVC / SVOC / SVA / SVOA.

Ex: He goes, He eats Banana.

→ Seetha gave me a pen / there is a baby.

→ John made Ram angry.

→ Birds fly in the air.

→ I called him in the room.

2) Formulae

- Gestures.

Ex: How are you?

Thank you

Excuse me.

3) Phrase structure: (4 parts)

a) Answer - to how many, much?

b) Answer to what

c) Answer to whose

1) Structure approach

→ Emphasis on mastery over Structure.

→ Learning Structure is more important than vocabulary.

→ Structure should be selected and graded.

→ Since ① oral method is more suitable.

→ Bilingual method is greatly used.

→ Structure should not be confused with sentences.

* Sentence - Grammatical order of words.

* Structure - Need not have any grammar order.

Ex: very good / Thank you / Good morning.

→ communication, speech and oral work is the core of the structure approach (use)

Principles of structural approach:

* Sentence patterns are different from mother tongue.

* Structure are thought by arranging the words in correct and proper way.

* Telling rules are avoided / Ample practice must be given

3) Answer to when.

4) Idioms:

Born with silver spoon to a bill
two birds with one stone

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Selection of structures:

- 1) Useful and frequently use in written and spoken English
- 2) Simple one for beginners
- 3) According to the level of learners
- 4) Productivity

Ex: He is here, Ram is here,
Here is Ram.

5) Gradations of structure:

Ex: I am going to market

I am going to market to buy vegetables.

Procedures of Teaching structures:

- 1) Presentation of item
- 2) Oral drill of the structure
- 3) Presentation of familiar situation
- 4) Over all drill in the last step

2) Communication approach:

There are 6 activities.

1) Role Play - Oral activity /
pairs / instructors - sets

2) Interviews - Oral activity /
pairs / Inter personal skill.

3) Group work - Collaborative

6 Students / specific role

4) Information Gap - Collaborative
previously unknown / 2, 4, 6, 8, 10
Gap 6

5) Opinion Sharing - content
based activity opinion sharing /
group work.

6) Scavenger hunt - mingling
activity / sheet / around the class

Advantages:

- 1) Speech ability.
- 2) Inside and Outside Classroom communication.
- 3) Learner centred approach.
- 4) Different ways of expression.
- 5) Functional value.
- 6) No grammar rules.

Limitations:

- 1) Ignore grammar and structure.
- 2) It is not scientific one.
- 3) No trained teachers.

Pedagogy

3) Situation Approach

- * Two types - i) Real approach
- ii) Artificial approach.

Real - Experience really /
every time not possible

Artificial - practices / models /
diagrams.

- * How to create Situations:
 - class room object /
from the teacher bag outside
the class room / picture and
charts / black board drawing
action and gestures.

Advantages:

- Action based interesting
psychological principle / learning
by doing.

Disadvantages:

- * Lower class / only few
vocabulary sentence patterns
- * No text book / No prose
poetry, composition.
- * No trained teachers.

8. Multi Lingual approach:

Using more than two
languages.

19/05/24

4) Silent way approach:

- * It introduced by - 'Caleb
Battegno'
- * mixture approach - silent and
gesture

Hall marks :- Cuisenaire rods
(colour sticks) sound coloured
charts / coloured charts and
words, sentences spellings.

5) Lexical approach:

It introduce by - Michel
Levins

- * Produce lexical phrases /
vocabulary is praised not
grammar.

6) Natural approach:

It introduce by - Stephen
Krashen, Tracy Terrell

- * Natural language acquisition /
no correction / emphasis communica-
tion / not grammar.

7) Constructivist approach:

It introduce by - Jean piaget

- * Meaning & knowledge - construction
- * Democratic / student centered /
student activity
- * Teacher facilitates discussion

Projected TLM

(പ്രക്ഷേപക)

- * Shown up on screen by using machine
- OHP, Mobiles, TV, Tabs, Computers, Slides (ppt)
- Episcopi - (opaque)
ഉപദർശകൻ - പ്രകാശമുള്ള ചിത്രങ്ങൾ
- Epidioscope
→ opaque and transparent
- Film projector / slide projector

Non-Projected TLM

പ്രദർശനം

- * Without any projector / Equipments
- All charts, Flash cards, maps, Globe, Black Board, Panel Board, Graphs, Text Book, Gboard, Pictures, photographs
- All Models

Visual aids

- only seen
- * Charts
- * Pictures, Globe
- * Flash cards
- * Black board, Graph
- * Text book
- * Newspaper
- * Models
- * Calendars

Audible aids

- Hearing
- * Radio, FM
- * Taper recorder
- * Audio clip
- * Gramophone
- * Linguaphone

Visual-Audible aids

- Seeing & Hearing
- * TV, Mobile
- * Computers, Tabs
- * Laptops, Smartphones
- * Smart class
- * VCD (Visual compact Disc)
- * C-D (compact disc)

Puppet (show)

- only visual

→ It enhance Speaking skill

→ It helps to Speaking skill

Listening

- Fundamental skill
- Oral skill
- Passive skill
- Input skill

Intensive listening

→ It's main object is to Listen specific information.

→ More concentration / attentiveness

→ Active Listening

Ex: classroom / learning activities / classroom communication

2) Extensive Listening:

- Passive Listening
- Lack of concentration.
- There is no specific intensive
- without specific object

Ex: General talk, Simple chat while walking, Routine talk.

3) Attentive Listening

- Paying more attention.

4) Appreciative Listening:

- Listening ~~with~~ for happiness
- Listening music
- comedian.

5) Empathetic Listening (empathy)

Listen to a distressed friend, their feeling

- * Radio, Audio clips, FM, there are develops a listening skill.

- * Interactive Listening involving speaker and listener (speaker & response answers).

Seductive (seduce)

- * Teacher centered
- * Information based method
- * Rule to Examples (known to known - known to known)
- * Unknown to known (known to known - known to known)
- * Complex to Simple (known to known - known to known)
- * Top down method
- * Abstract to concrete
- * General to Specific
- * Difficulty to easy
- * It is suitable for senior class (not suitable for lower class)
- * ~~known to known - known to known~~

1) What is the known form of 'except' → exception.

2) Perform - Performance

3) Accept - Acceptance

4) Choose - choice

5) Intend - Intension

6) Differ - difference

7) Ignore - Ignorance

8) Locate - location

9) Act - Action

Inductive (उत्प्रेक्षित)

- Pupils (child) centered
- Activity based method
- Example to Rule
- Known to Unknown
- Simple to complex
- Bottom up method
- concrete to abstract (concrete से abstract)
- Specific to General
- Easy to difficulty
- It is suitable for elementary / lower classes.
- It is suitable for to teach Grammar.
- It is need more time

-
- 10) attend - attention
 - 11) attract - attraction
 - 12) avoid - avoidance
 - 13) destroy - destruction
 - 14) destroy - disturbance
 - 15) educate - education
 - 16) explore - explanation
 - 17) imitate - imitation
 - 18) introduce - introduction
 - 19) depend - dependant, dependance
 - 20) Advise - advice

- 21) Believe - Belief
- 22) clear - clarity / clearance
- 23) decide - decision
- 24) die - death
- 25) firm - firmness
- 26) live - life
- 27) own - ownership
- 28) hope - hope
- 29) harm - harm
- 30) force - force
- 31) care - care
- 32) end - end
- 33) dream - dream
- 34) fear - fear
- 35) fashion - fashion
- 36) help - help
- 37) love - love
- 38) Interest - Interest
- 39) Reason - Reason
- 40) Rest - Rest
- 41) Effect - Effect, Effectiveness
- 42) Injure - Injury

* Study of meaning in language
- Semantics

* Study of language - Linguistics

* Study of history of language
- Philology

* Study of Sound - phonetics

* Study of Sound pattern - phonology

* Study of ^{integral} structure of word /
formation of word

- Morphology (बोधव्युत्पत्ति)

* Study of origins of word

- Etymology

* Study of language in use of
context - Pragmatics

Grammar

Direct and Indirect Speech (Reported Speech):

Directed Speech

Indirect Speech

* V_1 - did + V_1 / V_2

do, does, V_1 , V_1 (s/es) - did + V_1 / V_2

am, is, are - was, were

have, has + V_3 - had + V_3

have been, has been - had been

V_2 / did + V_1 - had

was, were + V_1 ing - had been + V_1 ing

had + V_3 - had + V_3

had been + V_1 ing - had been + V_1 ing

Shall - Should

will - would

Can - could

may - might

today - that day

tomorrow - the next day

yesterday - the previous day, the day before

this - that

that - that

these - those

those - those

here - there

now - then

this - so

Sentences :

1> Assertive

2> Imperative

3> Interrogative

4> Exclamatory

I was, he was, she was

We, you, they - were

I, we - shall

you, they, he, she, it - will.

1. Assertive :

* Remove , " " and add "that"

* Said → told, then told added to who/whom

Ex: if Vijay said, "I learn music" → Direct
Reported Verb Reported Speech

Indirect: Vijay said that he learnt music

2> Vijay said to me, "I learn music"

Indirect: Vijay told me that he learnt music

Note: * End of sentence by comma and added word
Verb Reported Verb and added by invited comma and added
Verb Reported Speech and added

* End of sentence by I would be he, she, it
and added.

* Said and added told and added.

* Said to me and added told me and added who/whom
to and added.

* you, they, he, she, it and added present tense will and
past tense would and added. Question by, shall and added
and will and added would and added.

2) Vijay said, "I am learning music".

I: Vijay said that he was learning music.

3) D: Vijay said, "I have learnt music".

I: Vijay said that he had learnt music.

4) D: Vijay said, "I have been learning music".

I: Vijay said that he had been learning music.

5) D: Vijay said, "I learnt music".

I: Vijay said that he had learnt music.

6) Vijay said, "I was learning music".

I: Vijay said that he had been learning music.

7) Vijay said, "I had learnt music".

I: Vijay said that he had learnt music.

8) Vijay said, "I shall learn music tomorrow".

I: Vijay said that he would learn music the next day.

9) D: Vijay said, "I learnt music yesterday".

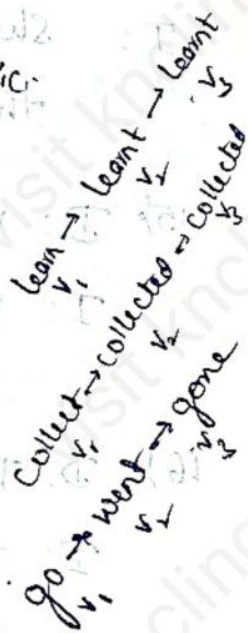
I: Vijay said that he had learnt music the previous day.

10) D: Vijay said to me, "My sister is learning music".

I: Vijay told me that his sister was learning music.

11) D: I said to teacher, "I am sorry".

I: I told teacher that I was sorry.



12) D: Ram said to Sita, "He collected my papers".

I: Ram told Sita that he had collected his papers.

13) D: She said to me, "I went to Dharwad to see your college".

I: She told me that she had gone to Dharwad to see my college.

14) D: She said to her mother, "I am working hard this year".

I: She told her mother that she was working hard that year.

15) D: Vimala said, "I like flowers".

I: Vimala said that she liked flowers.

16) D: The students said, "we have done our best".

I: The students said that they had done their best.

17) D: Kalpana said to Raju, "They had showed your photos".

I: Kalpana told Raju that they had showed ~~your~~ his photos.

18) D: Raju said to me, "I shall help you".

I: Raju told me that he ~~should~~ help me.

19) D: She said him, "He will be attending classes tomorrow".

I: She told him that he would be attending classes the next day.

20) D: The teacher said to her, "you have not done your home work".

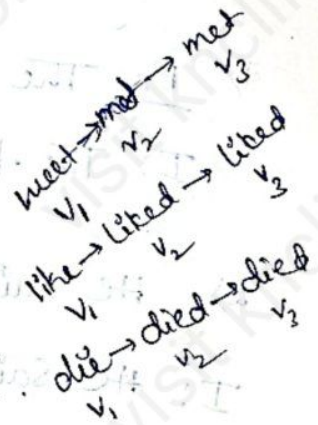
I: The teacher told her that she had not done her home work.

21) D: He said, "It has been raining here for two hours".

I: He said that it had been raining there for two hours.

22) D: He said, "I liked this room".

I: He said that he liked that room.



23) D: Ramesh said, "I can help you".

I: Ramesh said that he could help me.

24) D: I said to her, "Mohan met me last year".

I: I told her that Mohan had met me ~~last year~~ previous year.

25) D: He said to me, "I don't believe you".

I: He told me that he didn't believe me.

26) D: He said, "My cow died last week".

I: He said that his cow ~~died~~ had died last week / the previous week.

Note: ಛೇದನ ವೇಳೆ Reported verb present tense ನ್ನೇ.

Reported Speech tense ಛೇದನ ಮಾಡುವುದೇ, ಅದು tense ನ್ನೇ ತಿಳಿದುಕೊಳ್ಳುವುದು ಒಬ್ಬ tense ನ್ನೇ ಮಾಡುವುದೇ.

Ex.

D: Vijay says, "I am going to market".

I: Vijay says that he is going to market.

ಇದೇ
I say
ಅದೇ

ಇದೇ

1) Ex: The teacher said, "the earth is round".

I: The teacher said that the earth is round.

2) He said, "Honesty is the best policy".

I: He said that honesty is the best policy.

3) She said, "the earth revolves around the sun".

I: She said that the earth revolves around the sun.

ಇದು ವಿದ್ಯಾ ವೇಳೆ ನ್ನೇ ಮಾಡುವುದೇ ಅದೇ ವೇಳೆ ನ್ನೇ
tense ಛೇದನ ಮಾಡುವುದೇ.

2) Interrogative Sentences:

Rules:

1) Said, told ಬದಲಿಸಿ asked / enquired ಬದಲಿಸುವುದೇ.

2) comma, inverted comma (, " ") ಅದೇ ಅದೇ ಮಾಡುವುದೇ

3) Interrogated sentence converted into assertive sentence

4) Question by Question mark (?) ಅದೇ full stop (.)

1) Ram said to Vinutha, "why are you laughing?"
D: Ram asked Vinutha why she was laughing. ^{why was she laughing wrong?}

2) The Inspector said, "where is your Id card?"

the Inspector ~~asked~~ enquired where was her Id card?

D: The Inspector enquired where her Id card was.

3) The teacher said, "why are you late?"

The teacher asked why was I late?

D: The teacher asked why I was late.

4) He said to the girl, "what is your name?"

He asked the girl, what was her name?

He asked the girl what her name was.

5) Hari said, "why are you driving so fast?"

D: Hari asked why I was driving so fast.

6) "Where are you studying?", Anil said.

D: ~~where~~ Anil asked where I was studying.

7) He said, "what is ~~the~~ time?"

D: He asked what the time was

Yes/no Interrogative Sentences:

01/05/2024

Ex: Mother said, "do you want this?" ^{begin with the helping verb.}

I: Mother asked if / whether I wanted that.

Mother asked if / whether I did want that.

Simple past tense - Subject + V₂ + Object

Subject + did + V₁ + Object

I saw a picture.

I did see a picture.

Assertive Sentences

I didn't see a picture. → Negative

Did I see a picture? → Interrogative

Q: My friend asked, "did he like this place?"

→ My friend asked if he liked that place.

My friend asked if he did like that place.

2. The teacher asked, "does Usha want to dance?"

→ The teacher asked if / whether Usha wanted to dance.

3. John asked his father, "Are you ready, dad?"

→ John asked his father if he was ready.

4. The husband asked his wife, "Have you got the door key?"

→ The husband asked his wife if she had got the door key.

The brother asked his sister if she

5. The principle said, "do you understand this?"

→ The Principal asked whether we understood that.

Reported verb ~~say~~ Speaker ~~was~~ ^{was} ~~said~~, reported
Speech ~~say~~ I ~~said~~.

Imperative Sentence: (ಆಜ್ಞಾಪಕ ವಾಕ್ಯಗಳು)

→ Said ⇒ order, request / said, suggested, directed

, " " ⇒ (to) add ಮಾಡಬೇಕು. (before the action verb)

→ These sentences ends with fullstop (.)

say → said → said

→ ಒಬ್ಬ ವ್ಯಕ್ತಿಗೆ ಹೇಳಿದಾಗ.

→ don't, didn't, hadn't, haven't ⇒ not ಮಾಡಬೇಕು.

Ex: ① Q: The teacher said to the boy, "go out".

→ The teacher ordered the boy to go out.

② She said, "sit down".

→ She ordered/said to sit down.

③ The manager said, "Please type this letter soon".

→ The manager requested to type that letter soon.

④ The principal said to the students, "Don't make noise".

→ The principal ordered the students not to make noise.

⑤ The doctor said, "Don't eat so much sweets".

→ The doctor suggested not to eat so much sweet

⑥ My father said to ~~the~~ me, "Don't waste your time".

→ My father suggested/ordered me not to waste my time.

⑦ The teacher said to the students, "work hard".

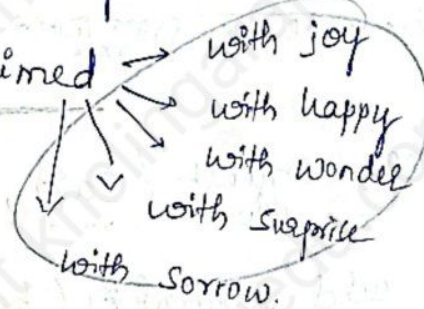
→ The teacher advised the students to work hard.

4. Exclamatory Sentence.

→ Ends with !

→ Sudden feelings Express.

→ Said → Exclaimed



→ Ends with .

→ , " " → that add words.

Ex: 1) Ram said, "Hurrah! India won the match".

→ Ram exclaimed with joy that India had won the match.

Ram exclaimed that India had won the match.

2) Radha said, "ah! I have cut my finger".

→ Radha exclaimed with sorrow that she had cut her finger.

①

Radha cried with sorrow that she had cut her finger.

3) He said, "My God! he passed away".

→ He exclaimed with pain that he had passed away.

②
He said with pain that he had passed away.

4) Raju said, "what a beautiful flower it is!".

→ Raju exclaimed with happy that it was a very beautiful flower.

5) She said, "what a tragedy it is!".

→ She exclaimed with sorrow that it was a very tragedy.
with pain
with regretfully

- ① He said to me, "I don't believe you".
He told me that he didn't believe me.
- ② Mahesh said, "Alas! My friend died this morning".

↳ Mahesh exclaimed with sorrow that his friend had died that morning.

die → died → died

- ③ The policeman said to us, "where are you going?".

↳ The policeman enquired us where we were going.

- ④ "Call the first witness," said the judge.

↳ The judge ordered to call the first witness.

- ⑤ My mother said, "Do you want to buy a pen?".

↳ My mother asked if/whether I wanted to buy a pen.

- ⑥ Ram said, "I am very busy now".

↳ Ram said that he was very busy then.

-
- 1) Pritam said, "The prisoner had slept throughout the journey".

↳ Pritam said that the prisoner had slept throughout the journey.

- 2) The postmaster said to her, "You can purchase only two stamps at a time".

↳ The postmaster told her that she could purchase only two stamps at a time.

- 3) She said, "I am preparing for the exam".

↳ She said that she was preparing for the exam.

- 4) Rahul said, "I will do it now or never".

↳ Rahul said that he would do it now or never.

5) She said to me, "Where are you going for the vacation?"
↳ She asked me where I was going for the vacation.

6) The lawyer said to the witness, "Tell the court what you saw on Saturday night".

↳ The lawyer asked the witness to tell the court what he had seen on Saturday night.

7) "Everything is going to be alright," said the doctor.

↳ The doctor said that everything was going to be alright.



22/05/24
Preposition pre- position
→ Noun / Pronoun

* beside - by the side of ~~दोनों~~
besides - in addition to ~~दोनों~~

→ Raju sat beside Ravi
→ Raju learns music besides English
→ Mohesh likes Hindi besides Telugu
→ since / for

since: point of time / exact time
(आरंभ से)

for: period of time

e.g. Mangula has been collecting

papers since 3 o'clock

e.g. Mangula has been collecting
papers for 3 hours

→ In / at / on (only times)

In: month / year

on: date / Name of a week

at: exact time

→ India got the independence on August 15, 1947

→ India got the independence

on Aug 15 the independence on Friday

→ India got the independence

at 12am / mid night

② In / on / at [place]

In - covered place / big cities

on - surface of something

at - exact place / small cities
small villages & town

→ I live in Koppal at
Bagaya Nagar

→ I am in Koppal at
Kalyana Nagar

→ I am in Kalyan Nagar at
Margdarshi Teaching class

on →

The book is on the table

In / on / into (movement) (motion)

In - no motion

Into - motion

→ I am jumping into the river

→ I am in the river

between / among

between: two person

among: more than two person

→ There is competition between two boys

→ There is a discussion among the
students

By and with [weapon]

By - person

with - non living things

→ The snake is killed with stick
by Suresh

→ The letter is written with
the pen by Sunita

→ II

In front / opposite of

In front

opposite

→ The teacher stood in front of
the students

→ The house is opposite of ours

on / over / above / across

on - surface of something

over ^{Bird's} small distance

above - Long distance ^(Covered)

across - BABA

→ cloth is covered over dead body

→ The bag is on the table

→ The student Jumped over the gate

→ stars are twinkling above us

→ bridge is built across the River

Articles

Definite - The
Indefinite - a / an

a - vowel sound

a - Consonant sound = a

a - hour

a - honour

a - honest

a - honorary

a - honorable

a - heir

^{aw}
a - European

^u
a - Elephant

^{aw}
a - Union

^{aw}
a - University

^{bo}
a - Umbrella

^u
a - one super

a - M.O.A

a - intelligent

^u
a - F.O.A

a - orange

The - oranges plural

The

Rivers / mountain ranges / oceans /

Island / Seas / planes / trains /

Ship / political parties / direction

(Name of periodicals / newspapers /

music instrument / Religion's /

name of empires / Historical

buildings / Historical events

Enforcing laws [The Navy, The

Air force [The Army] Only at

holy books heading Technical