

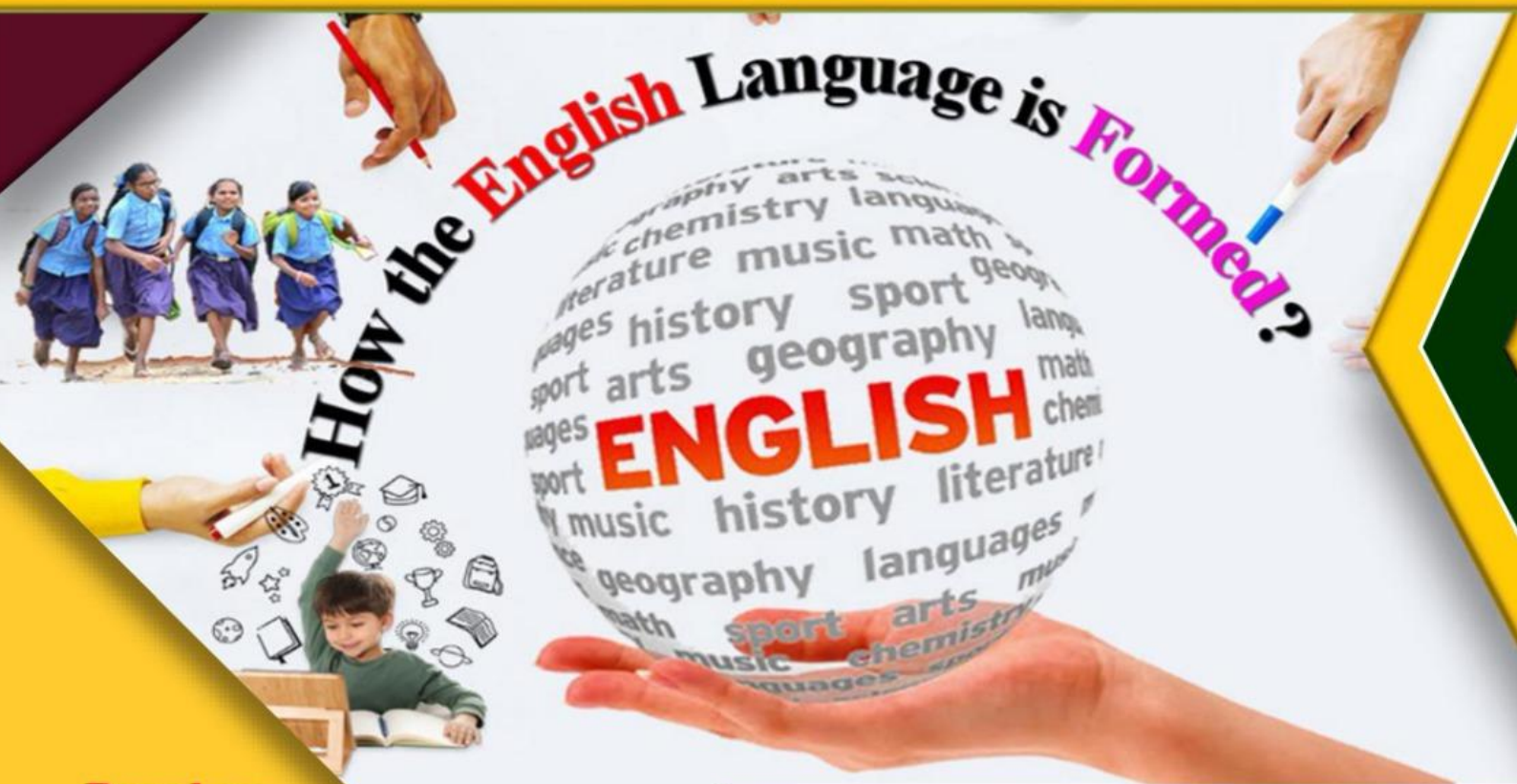
Department of School Education

**Department of State Educational Research and Training,**

**3<sup>rd</sup> stage, Banashankari, Bangalore-560085**

## Supplementary Resource Literature for D.El.Ed Course of Pre-service Teacher Education

# ENGLISH



**Based on  
TET - Paper 1  
Syllabus**

## Collaboration With



**District Institute of Education and Training (DIET), Mysore.**

## And

**Government Maharani's Women's Teacher Training Institute, Mysore.**



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# *Supplementary Resource Literature for D.El.Ed Course of Pre-Service Teacher Education*

## *Language-02 : English*

### *2024*



***Publisher and Right  
Director***

*Department of State Educational Research and Training  
#04, 100 Feet Ring Road  
Banashankari, 3rd Stage, Bengaluru-560085*



## FOREWORD

**“The destiny of a nation is being shaped in its classrooms”.** says the Kothari Commission. A country's development is a reflection of the quality of education provided in that country. A civilized society can only be built by teachers who are noble humane and knowledgeable. It is the responsibility of all the stakeholders of the Pre-service teachers' training section to develop teachers who are well versed in the aspects of knowledge, understanding and comprehension. D.El.Ed. is a course, which is intended to train the teachers for classes I to VIII under Pre-Service Teacher Education section of our department.



In this changing world of knowledge explosion, maintaining quality in education cannot be denied. Teachers rendering quality education should have good insight to create learner friendly environment by understanding the abilities of children. Preparation is very essential to enhance curiosity and analytical thinking among children. It can be noted that the aspirants who are aspiring to take the teaching profession are tested for their teaching aptitude, content knowledge and methodology of teaching through conducting TET & CET exams by the dept.

On our visit to the Government women's Maharani Teacher's Training Institute Mysore we have seen that the Principal and her team have undertaken an innovative program to train the Pupil teachers for TET examination on their own initiative. They have well planned training sessions both offline and online for the teacher aspirants to get amazing results. This gave

me an insight that, there is a need to design and develop a resource material which would help the aspiring teachers to prepare themselves for TET exam.

With this intention of helping the aspiring teachers across Karnataka to prepare for TET and CET exams and emerge as quality teachers, the responsibility of preparing a resource material was assigned to DIET Mysore. The resource material has been designed for the paper 1 of TET exam, which includes the supplementary resources on **Language-01 Kannada, Language-2: English, Child Development and Pedagogy, Mathematics and EVS**. And this resource literature will be very useful handbook not only for the candidates preparing for the examinations but also for the pupil teachers, Teacher-Educators and trainees in Teacher Training Institutes.

My hearty congratulations to Sri Nagarajaih C R, Principal DIET Vasanth Mahal Mysore and Smt T N Gayathri Principal GMWTTI Mysore and all the resource creation team members for their committed work.

I hope this humble effort will help in building efficient and quality teachers who will work towards building a strong nation.

**Sumangala. V.**

Director  
DSERT Bengaluru

## Preface

Teaching is the most sacred of all professions. The role of teachers in social development is enormous. There is no doubt that it is a very responsible task to create great teachers with quality. Today there is no dearth for information. But converting this information into knowledge is the real challenge.

The pre-service teacher training is intended to create quality teachers with suitable content knowledge and knowledge of pedagogy for classes 1 to 8<sup>th</sup>. It is our dream to create a resource literature to supplement the existing study material to prepare for TET exams. DSERT Bangalore has assigned us with the task of developing supplementary resource literature which would enable the teacher aspirants to face the examinations with confidence. The dream has come true for us.

We have designed resource literature for paper-01 of the TET exams which includes content and pedagogy related questions in **language-1: Kannada, language-2: English, Child Development & Pedagogy, Mathematics and EVS**. I hope this resource book will be helpful for the D.El.Ed students across Karnataka to prepare for TET and CET exams.

The English resource team members with their consistent effort and dedication have brought out a very useful resource book. I congratulate them for it.

I would also like to express my thanks to Smt.T N Gayathri Principal GWMTTI Mysore and her efficient team who have designed this resource literature. And also I thank Sri.K V Vishwanth SADPI and Smt. T V Bhanumathi SADPI DSERT for their timely guidance and support.

And I also take this opportunity to thank Smt.V Sumangala Director DSERT Bangalore without her support and encouragement this book would not have been a reality.

**Nagarajaiah. C. R.**  
Principal  
DIET Mysuru.



## ACKNOWLEDGEMENTS

The responsibility of designing a resource literature for the academic and professional development of the pupil teachers' in D.El.Ed was assigned to our institution. The faith placed on our team was a great supporting gesture. I am grateful to Ms.Sumangala V Director DSERT Bangalore for giving this wonderful opportunity and her guidance throughout the task of shaping this resource literature.

I would also like to express my sincere thanks to Mr.Nagarajaiah C R Principal DIET Mysore for his consistent support.

I am also indebted to SADPIs of DSERT Mr K V Viswanath and Ms. T V Bhanumathi for their guidance and support in bringing out this resource literature.

The completion of this task could not have been accomplished without the sincere effort and commitment of our resource team. My heartfelt gratitude to the English resource team.

I hope this resource book will serve as a guiding lamp to the D.El.Ed students, aspiring teachers, the in-service teachers and all the stakeholders.

**T. N. Gayatri**  
Principal,  
GMWTTI Mysuru.





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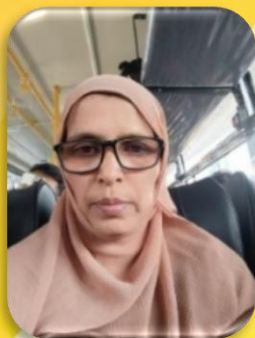


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## Suggestions



Dear all,

It is well known that, only when the teacher has both content and pedagogical knowledge, the expected learning outcome in children could be achieved. Therefore to ensure the quality of teachers, our department is conducting examinations in two stages viz Teacher Eligibility Test (TET) and Common Entrance Test (CET)

This resource material is developed in view to help the aspirants, who face the first competitive exam for teacher's profession, i.e., Teachers Eligibility Test (TET). It is advised that, this resource book could be used as handbook to enhance knowledge, rather than using it as only source for competitive exams. This contains all the five subjects of TET paper 1 syllabus (language 01- Kannada, language -2 English, Child development and pedagogy, Mathematics and EVS). And an attempt has been made to cover contents of the syllabus by incorporating, the most important informations of the concepts along with multiple choice question and answers.

**Related to Language-02 English subject**, this material primarily focuses on TET aspirants, it is also a supplementary source book for D.El.Ed. students. It is a comprehensive guide designed to keep teacher trainees with the essential knowledge and skills needed to excel in the field of English language education. In today's globalised world, English proficiency has become increasingly vital and this resource material serves as a roadmap for aspiring educators offering a blend of theoretical insights, practical strategies and reflective exercise to support their journey towards becoming proficient and confident teacher. Whether you are embarking on your teacher career or seeking to enhance your pedagogical practices this guide will empower you to create dynamic and engaging learning experience on this transformative journey and explore the principles, methodology and techniques that underpin effective language teaching.

This book covers the entire areas like grammar comprehension passages- prose and poetry and language and pedagogy. This will definitely give you the firsthand experience for all the aspirants.



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## STRUCTURE AND CONTENT OF SYLLABUS

### LANGUAGE COMPREHENSION READING UNSEEN PASSAGES-

Answering the questions based on the given unseen passage. (Prose, Drama or Poetry)

#### LANGUAGE COMPREHENSION:

##### Reading comprehension:

1. Good reading comprehension skills are essential for success in learners. It is the foundation for all other academic skills. It helps the learners to build vocabulary and understand complex concepts. It helps to communicate effectively and use it in the teaching-learning process.
2. Reading comprehension is the ability to understand, internalize, read and interact with text which we read.
3. Good reading comprehension involves creating images of the words we just read. We make connections with previous knowledge as we enjoy the text. We can comfortably answer comprehension questions and summarize parts of the writing or the entire text. We can also give a descriptive analysis without reading the text.

##### Reading comprehension strategies:

1. **Visualization or imagery:** We have mental pictures of smell, touch, taste and sound. We can develop our sensory experiences of a situation or place while observed in a book.
2. **Summarizing text and identifying key concepts and the primary theme:** Summarizing is an effective reading comprehension strategy. We can convey our interpretation of the material. We can list the key words and phrases, including the primary goal of the writing. We can point out its genre and structure without nearly repeating the text.
3. **Connecting the new knowledge with past knowledge:** It makes it easy to remember the text by connecting the new and the past knowledge. We are activating prior knowledge and linking a piece of writing, cultural experiences, deepening the meaning of the text and making it relatable.
4. **Predicting occurrences/ happenings:** we can predict words, character, actions and events using clues from the text and experiences. Sometimes it is easy to tell the entire book plot by looking at the cover page and the book title. The reflection shows our opinion and compares actual events and anticipated occurrences.
5. **Quizzing ourselves / taking questions from others:** The most significant thing about quizzes, they lay out gaps in comprehension of the text. Questions can answer, 'what, why, when, who, where, which, how, etc. More profound contextual questions related to vocabulary- synonyms, antonyms, homophones, syllables, prefixes, suffixes. Grammar-parts of speech, reported speech, passive voice, verb forms, word forms, question tags, punctuations, figure of speech- simile, metaphor, personification, reference to context and language functions.



**6. Re-reading the text at a slower pace:** Sometimes a section of text doesn't make sense and we need to go back and re-read it slowly to understand it better.

**7. Benefits of reading comprehension:**

- Development of higher academic self-confidence.
- Improve writing skills.
- Improving the overall reading ability.
- Developing critical thinking and analytical skills.
- Promoting mental stimulation and growth.
- Improve problem-solving skills.
- Increasing empathy and understanding.
- Improving memory and recall.
- Enhancing concentration and focus.

**Tips for solving comprehension:**

1. First reading- Read the passage quickly to get the general idea of the passage.
2. Second reading- read the passage slowly to get the details.
3. Third reading- study the questions thoroughly. Turn to the relevant part of the passage to find the answer for the questions.
4. Questions are in MCQ form (MULTIPLE CHOICE QUESTIONS). Choose the best alternative referring to the passage.

**Grammar**-It can be considered as an invisible language that enhances communication skills for learners more effectively. Grammar is a set of rules and foundation that dictates how a language works, making it easy to comprehend. Without proper grammar one would have no idea how to speak or write in English. Grammar is not just about spelling or punctuations. It is an integral part of a language because it allows them to construct sentences and write coherently.

**Parts of speech:**

**Noun** is a naming word. It is the name of a person, place, animal, thing or idea.

**Person**- Mary, boy, doctor etc. **Place**- Bengaluru, city, park, etc. **Animals**- (birds and insects too) cow, crow, fly, etc. **Things**- book, apple, stone etc. **Idea**- kindness, love, honesty, etc.

**Countable**-We can use countable nouns for things we can count. They can be singular or plural. Examples- an apple-apples, a child-children, an ox-oxen, etc

**Uncountable**- We can use uncountable nouns for things we can't count. Examples- tea, water, sugar, etc.

**Kinds of nouns-**

**Common nouns**- a general object or idea. Examples- baby, bottle, temple etc.

**Proper nouns**-a specific person, place or thing. Example- Ashoka, India, English textbook etc. (A proper noun always begins with a capital letter.)

**Compound nouns**- Two or more words combine to function as a noun. Examples- butter+fly=butterfly; play+ground=playground; sun+flower= sunflower etc.

**Concrete nouns** are physical things that can be seen, touched, heard, smelt, tasted, etc. Examples- dog, pencil, mobile, etc.

**Abstract nouns** are used to refer to concepts, ideas, experiences, traits, feelings that can't be seen, heard, tasted, smelt or touched. Examples- glory, courage, love, truth, honour, etc.

**Pronouns** are words that are used instead of nouns or noun phrases. Like 'I', 'she', and 'they' that are used in a similar way to nouns.

**Subject pronouns-** I, we, you, they, he, she, it.

**Object pronouns-** me, us, you, them, him, her, it.

**Possessive pronouns-** my-mine, our-ours, your-yours, their-theirs, his-his, her-hers, its-its.

**Verbs** are words used to describe an action, state, or occurrence, and forming the main part of the predicate of a sentence. Examples- hear, become, happen, sing, run, drive, think etc.

**Auxiliary** verbs are also called helping verbs. They help to form the tense of a verb phrase or show the degree of ability, possibility or certainty. They are used both in positive and negative forms. Examples- am-am not/aren't, is-isn't, are-aren't, was-wasn't, were-weren't, has-hasn't, have-haven't, had-hadn't, don't, doesn't, didn't.

**Modal** verbs express the mode and manners in which actions take place. They are used both in positive and negative forms. Examples- can-can't, could-couldn't, will-won't, would-wouldn't, shall-shan't, should-shouldn't, may-may not, might- might not, must- mustn't, ought to- ought not to.

**Auxiliary and modal are mainly concentrated to solve question tags, change of voices, and reported speech.**

**Adjectives** are words that modify or describe a noun or pronoun. They describe the qualities, quantity, shape, size, colour, origin and material. They are used in comparison also. Example- Diana has **beautiful, seven, round, big, red, American, gold** bangles.



**Degrees of comparison** as ‘the listing of **positive, comparative and superlative forms of an adjective or an adverb.**’

<b>positive degree</b>	<b>comparative degree</b>	<b>superlative degree</b>
*It does not allow to make any comparison *It only gives the information about the particular quality possessed by a noun as good as as beautiful as as bad as as big as as popular as as bright as as early as as friendly as	*It is used to compare between two nouns that have the same quality or the particular quality of a noun at two different times. better than more beautiful than worse than bigger than more popular than brighter than earlier than friendlier than	*It is the highest degree of comparison *It is used to compare the similar qualities shared by more than two nouns. the best the most beautiful the worst the biggest the most popular the brightest the earliest the friendliest

### **Points to remember:**

1. All degree of comparison sentence will be in present tense. (is or are)
2. Practice the adjectival phrases.
3. Do not forget to use ‘than’ and ‘more\_\_\_ than’ for comparative degree and ‘the’ and ‘the most\_\_\_’ for superlative degree.
4. Do not forget to follow the spelling rules for the words, ‘big, dim, fat, friendly, early, scary etc.

### **Examples for changing the degrees of comparison:**

#### **Ex.1**

- ❖ Raju is a good boy. / No other boy is as good as Raju. (**positive degree**)
- ❖ Raju is better than any other boy. (**comparative degree**)
- ❖ Raju is the best boy. (**superlative degree**)

#### **Ex.2**

- ❖ Taj Mahal is a beautiful monument. / No other monument is as beautiful as the Taj Mahal. (**positive degree**)
- ❖ Taj Mahal is more beautiful than any other monument. (**comparative degree**)
- ❖ Taj Mahal is the most beautiful monument. (**superlative degree**)

#### **Ex.3**

- ❖ Our principal is a friendly person. / No other person is as friendly as our principal. (**positive degree**)
- ❖ Our principal is friendlier than any other person. (**comparative degree**)
- ❖ Our principal is the friendliest person. (**superlative degree**)

**Adverbs** are words describing how an action is performed or how something happens.

Examples- observe **clearly**, walk **slowly**, talk **softly**, work **frequently**, solve problems **accurately**, answer **well**, **always** punctual, **often** power cut, bark **seldom**, **never** late, **too** early, **very** fast, etc.

<b>Adverbs of manner</b>	<b>Adverbs of time</b>	<b>Adverbs of place</b>	<b>Adverbs of frequency</b>
<b>How an action is done</b> walk slowly drive carefully come quickly talk softly run fast wash neatly write legibly read intelligibly play happily work seriously draw perfectly dance gracefully	<b>When an action takes place</b> now later daily recently last month earlier always often soon weekly yearly tonight immediately	<b>Where an action takes place</b> here there somewhere nearby eastwards towards inside outside below upstairs indoor far over	<b>How often an action takes place</b> always daily usually often generally normally frequently constantly sometimes seldom rarely never

**Prepositions** indicate relationship, position, direction and time between other words in a sentence.

<b>position/place</b>	<b>direction</b>	<b>time</b>
<b>Used to refer to a place where something or someone is located</b> in, on, at, under, above, over, beneath, below, off, to, by, near, in front of, behind, besides, across, onto, up, down, upon, beyond, outside, inside, away, from,	<b>Give a sense of place or location</b> across, above, along, towards, around, among, at, behind, below, besides, close to, through, between, inside, next to, onto, near, by, up, down,	<b>Express when something happens at one point in time or when something happens over an extended period of time</b> in, on, at, by, since, from, for, later, ago, until, while, till, as long as, as soon as,

**Conjunctions** are words that are used to connect words, phrases and clauses. Mainly there are three basic types of conjunctions-they are:

**Coordinating conjunctions-** They can join two nouns, verbs, adjectives or other types of words. Examples- 1. He was clever **but** lazy. 2. She usually studies in the library **or** in the classroom. 3. The dog wagged his tail **and** panted excitedly.



**Subordinating conjunctions-** They define the relationship between the clauses. This type includes words like because, if, although, since, until, and while. Some **subordinating conjunctions** express the relationship between-

- **Cause and effect-** because, since, as
- **Time-**when, before, after, until, whenever, since, while
- **Place-**where, wherever
- **Condition-**if, unless, in case,
- **Contrast-** although, though, whereas

### Examples:

1. I went to school without eating breakfast, **because** I woke up late this morning.
2. She will receive a major bonus **if** she succeeds in her project.
3. Do you prefer coffee **or** tea for this evening?

**Correlative conjunctions:**They always come in a pair and are used to join grammatically equal elements in a sentence. Common pairs include: either....or, neither...nor, not only..... but also, too.....to. In most cases no comma should be used between the two elements. Examples: 1. She planned to collect the data by **either** using an online survey **or** conducting phone interviews. 2. Her book on the 'Vietnam War' drew **not only** from interviews with other survivors **but also** from her own experiences.

**Interjections-**It is defined as 'a short sound, word, or phrase spoken suddenly to express an emotion. The word or phrase or sentence is indicated with an exclamation mark. (!)

### Examples-

1. **Oh**, what a beautiful house!
2. **Well**, it is time to say good night!
3. I can't believe I lost the key! **Ugh**!
4. **Hurray**! We won the match.
5. **Oh my God**! That was unexpected.
6. **Hey**! Are you serious?
7. **Wow**! She is looking gorgeous. 8. **Hi**! Where have you been?

**Words-** Oh, hurray, ouch, uh, well, wow, yipp, yupp, alas, ah, eh, dear, hey, hur, awesome, cheers, etc.

**Article** is a word that comes before a noun to show whether it is specific or general. Specific nouns use the article - '**the**' and general nouns use the article- '**a**' or '**an**'. There are three articles in English- '**a**', '**an**' and '**the**'. These articles are divided into two types- **1.** definite articles and **2.** indefinite articles.

**1.** Definite article is, '**the**'. It is used to determine something that is specific or particular. It is also used-

- before plural nouns- the children, the stars etc.
- to indicate the superlative degree- the best, the most beautiful, the oldest
- before collective nouns-the crowd, the swarm of bees, the cluster of schools

**2.** Indefinite articles- '**a**' and '**an**' are termed as indefinite articles. They are used to indicate something that is not definite or specific. They are used before singular nouns.

**Specification- ‘a’-** is normally used before a word that begins with a consonant sound. Example- a ball, a tree, a one-eyed man, a university, a uniform, a European, a utensil, a unique, etc.

**Specification-‘an’-** is normally used before a word that begins with a vowel sound. Examples- an apple, an elephant, an ink pen, an owl, an umbrella, an hour, an MLA, an NCC, an x-ray, an FIR, etc.

## **Questions tags**

**Question tag** is a very short clause at the end of a statement which changes the statement into a question.

1. It **is** a beautiful picture, **isn’t it?**
2. He **can** run fast, **can’t he?**

**Points to remember-** Positive statement-negative question tag

1. She wasn’t present for the special class, **was she?**
2. They won’t play the match, **will they?**

**Points to remember-** Negative statement-positive question tag

**Contractive forms to be used while framing question tags**

<b>POSITIVE FORMS</b>	<b>NEGATIVE FORMS</b>
am	am not/ aren’t
is	isn’t
are	aren’t
was	wasn’t
were	weren’t
has	hasn’t
have	haven’t
had	hadn’t
do	don’t
does	doesn’t
did	didn’t
can	can’t
could	couldn’t
will	won’t
would	wouldn’t
shall	shan’t
should	shouldn’t
must	mustn’t
may	may not
might	might not

1. Grandma has a car, **hasn’t she?**
2. Harish did his work, **didn’t he?**

**Points to remember-** If the subject is a noun, change to pronoun.

1. Children are playing, **aren’t they?**
2. The buildings have many storeyed, **haven’t they?**

**Points to remember-** If the subject is a plural noun, change to ‘they’.



1. **Everything** was planned perfectly, **wasn't it?**
2. **This** is a happy moment, **isn't this?**
3. **All students** have not submitted the assignments, **have they?**
4. **These** are good materials, **aren't they?**

**The use of pronouns if the subjects are male, female, singular and plurals.**

Male	Female	Singular	Plurals
he	she	it/this/that	they/these/those
boy man king grandpa brother uncle father master sir Raju John Hanif (any names) gentleman	girl woman queen grandma sister aunt mother miss madam Radha Jakline Jasmine (any names) lady	(neither male nor female, but singular) table clock bottle tree dog book mobile building shop school wire cat horse crow pigeon	trees books people friends classmates children parents grandparents relatives neighbours Indians foreigners teachers players students a pair of shoes a bunch of flowers

1. Hemasings well, **doesn't she?**
2. You **like** cookies, **don't you?**
3. They **bought** a new television, **didn't they?**

**Point to remember-** If the statements have 'do form' verbs, the question tags go accordingly.

<b>do/don't</b>	<b>does/doesn't</b>	<b>did/didn't</b>
-	sings	-
like	-	-
-	-	bought
play	plays	played
write	writes	wrote
read	reads	read
drink	drinks	drank
eat	eats	ate
run	runs	ran
cut	cuts	cut
put	puts	put
draw	draws	drew
listen	listens	listened
speak	speaks	spoke
give	gives	gave
see	sees	saw
look	looks	looked
bring	brings	brought
teach	teaches	taught

## **Tenses**

Verb tenses are changes or additions to verbs to show when the action took place-in the past, present or future. They are essential for speaking English correctly, including when to use them and how to make them, and give plenty of verb tenses.

### **The benefits of using the table given below:**

1. Identifying the tense forms.
2. To change from one form to another form.
3. Helps in changing the voices-active and passive voices.
4. Helps in formatting reported speech.
5. Helps to form statements in various tenses.

## TENSE FORMS

Present tense		Past tense	Participle	Continuous	Infinitive
do	does	did	done	doing	to do
for the subjects- I, we, you, they, plurals nouns play write read drink eat run cut put draw listen speak give see look bring teach	for the subjects- he, she, it, singulars nouns plays writes reads drinks eats runs cuts puts draws listens speaks gives sees looks brings teaches	for both singular and plural nouns and pronouns  played wrote read drank ate ran cut put drew listened spoke gave saw looked brought taught	possess have, has, had  played written read drunk eaten run cut put drawn listened spoken given seen looked brought taught	for ongoing actions- present and past  playing writing reading drinking eating running cutting putting drawing listening speaking giving seeing looking bringing teaching	Infinitives are formed by placing 'to' in front of the base form of a verb. to play to write to read to drink to eat to run to cut to put to draw to listen to speak to give to see to look to bring to teach

## Voices

The voice of a verb describes the relationship between the action that the verb expresses and the participants (subject or object) in a sentence.

The active and passive voices are the two grammatical voices.

Active Voice	Passive Voice
<ul style="list-style-type: none"> <li>* The subject performs the action.</li> <li>* Describes a sentence where the subject is the doer of an action.</li> <li>* Subject + verb + object.</li> <li>* The subject receives importance.</li> </ul>	<ul style="list-style-type: none"> <li>* The subject receives the action.</li> <li>* Expresses an action that is carried out on the subject of the sentence.</li> <li>* Object + verb + <b>by</b> + subject</li> <li>* The action receives importance.</li> </ul>



## Change of pronouns

Subject pronouns	Object pronouns
I we you he she it they	me us you him her it them

## Forming the voices in various tenses

Tenses	Active voice	Passive voice
Simple present	He washes the car.	The car is washed by him.
Present continuous	He is washing the car.	The car is being washed by him.
Present perfect	He has washed the car.	The car has been washed by him.
Simple past	He washed the car.	The car was washed by him.
Past continuous	He was washing the car.	The car was being washed by him.
Past perfect	He had washed the car.	The car had been washed by him.
Simple future	He will wash the car.	The car will be washed by him.
Future perfect	He will have washed the car.	The car will have been washed by him.

## Types of sentences

**Sentence** is a combination of words put together to convey an idea, a fact, a question, a thought, a request, or a command.

There are four types of sentences on the basis of function of sentence. They are- **1. Assertive or Declarative sentence 2. Interrogative sentence 3. Exclamatory sentence 4. Imperative sentence.**

<b>Assertive</b>	<b>Interrogative</b>	<b>Exclamatory</b>	<b>Imperative</b>
<p>* a simple statement that is used to provide information about something or state a fact which ends with a full stop.</p> <p><u>Examples:</u></p> <p>* I can speak English fluently.</p> <p>* I hope you can come tomorrow.</p> <p>*The dog was barking.</p> <p>*The sky is blue.</p> <p>* He is eight years old.</p>	<p>* Sentences that ask a question typically to request information.</p> <p>* Identified by the 'question mark' (?) at the end of the statement</p> <p><u>Examples:</u></p> <p>*What is your name?</p> <p>*Why are you late?</p> <p>*How are you?</p> <p>* Whose book is this?</p> <p>*Where are you from?</p> <p>*Do you like tea?</p> <p>*Will he come?</p>	<p>*Express surprise, emotion, or pain</p> <p>* Identified by the 'exclamation mark' (!)</p> <p>Usually includes words like, 'Wow, Oh, Ouch, Hey, Hurray,' etc</p> <p><u>Examples:</u></p> <p>*Come here, quick!</p> <p>*Oh my God!</p> <p>*Oh, that is excellent!</p> <p>*You are amazing!</p> <p>*Hoorah! We won the match.</p> <p>*Congratulations!</p>	<p>*a command, a request, giving instructions, ordering, etc</p> <p>*Dos and don'ts</p> <p>*Begins with a verb</p> <p><u>Examples:</u></p> <p>*Read the instructions carefully.</p> <p>*Take notes.</p> <p>*Submit your assignment, please.</p> <p>*Follow the rules.</p> <p>*Don't touch.</p> <p>*Would you please, open the door?</p>

## Vocabulary

<p><b>Synonyms-</b> a word or phrase that means exactly or nearly the same as another word or phrase in the same language.</p>	<p><b>Antonyms-</b> a word opposite in meaning to another.</p>
<p><b>Examples:</b></p> <p>obstruct-choke</p> <p>insane-mental ill</p> <p>boast-display</p> <p>toxin-poisonous</p> <p>labourers-workers</p> <p>hazel eyes-greenish brown eyes</p> <p>aware-conscious</p> <p>ailment-sickness</p>	<p><b>Examples:</b></p> <p>cruelty X mercy</p> <p>quickly X slowly</p> <p>miserable X comfortable</p> <p>happy X sad</p> <p>rich X poor</p> <p>high X low</p> <p>wet X dry</p> <p>heavy X light</p> <p>up X down</p> <p>top X bottom</p> <p>artificial X natural</p> <p>arrive X depart</p> <p>alive X dead</p>

**Affixes-** An affix is a letter or group of letters, for example 'un-' or 'y', which is added to either the beginning or the end of a word to form a different word with a different meaning. For example, 'un-' is added to 'kind' to form 'unkind'.

Prefix	Suffix
<p>*a letter, or a group of letters that is added to the beginning of a word</p> <p>* form different words/new words with different meanings-opposites, number, nouns, adjectives, etc.</p> <p>un, in, im, ir, anti, non, auto, dis, mis, pre, il, inter, sub, semi, homo, post, tri, re, under, over etc.</p> <p><b>un</b>happy, <b>in</b>correct, <b>im</b>possible, <b>ir</b>regular, <b>anti</b>-clock, <b>non</b>-corrupt, <b>auto</b>graph, <b>dis</b>able, <b>mis</b>fortune, <b>pre</b>fix, <b>il</b>legal, <b>in</b>ternational, <b>sub</b>way, <b>semi</b>circle, <b>homo</b>phones, <b>post</b>office, <b>tri</b>colour, <b>re</b>pair, <b>under</b>bridge, <b>over</b>confidence, etc.</p>	<p>*a letter, or a group of letters that is added at the end of a word</p> <p>* form different words/new words with different meanings-opposites, nouns, adjectives, adverbs, verb forms, plurals, etc.</p> <p>-s, -es, -ing, -ion, -tion, -sion, -ful, -ly, -less, -able, -ment, -ness, -ship, -ous, -y, -ise, -ice, -ize, -ism, -ist, -dom, -en, -ive, -wards, -wise, etc.</p> <p><b>Nouns-</b> girls, boxes, action, kingdom, judgement, kindness, friendship,</p> <p><b>Adjectives:</b> beautiful, colourless, flexible, golden, active,</p> <p><b>verb:</b> sits, teaches, drinking, harden,</p> <p><b>Adverb:</b> calmly, easily, downwards, clockwise,</p>

**Homophones** are words with the same sound, but different spelling and meaning. **Example:** break-brake, cell-sell, hair-hare, principle-principal, know-no, stationary-stationery, eye-I, buy-by, to-two, sun-son, eyes-ice, sale-sail, flour-floor, peek-peak, week-weak, knows-nose, etc

**Usage:** 1. My **son** is playing in the **sun**.  
 2. Ravi saw a **hare** with long **hair**.  
 3. Sunil is **weak**, so he needs to get well within a **week**.

**Homographs** are those words that have the **same spelling** but **differ** in **pronunciation** with completely **different meanings**.

**Examples:**

- cell-** a) unit of life b) room in jail/prison c) battery for clocks, torches.
- can-** a) modal-shows ability b) container
- date-** a) a sweet fruit b) a day in a month or year
- saw-** a) past form of see b) tool to cut wood or metal
- rose-** a) a flower b) past form of rise
- orange-** a) colour b) a fruit
- fly-** a) an insect b) action with wings
- bank-** a) place where money is saved b) sea or river shore



## **Syllables**

### **Unit of pronunciation having one vowel sound.**

Examples: **con.ver.sa.tion**, here the word 'conversation' is divided into 4 syllables and every unit has one vowel sound.

Types of syllables- single syllables - **monosyllabic**, two syllables-**disyllabic**, three syllables-**trisyllabic**, four and more syllables- **polysyllabic**.

<b>Monosyllabic</b>	<b>Disyllabic</b>	<b>Trisyllabic</b>	<b>Polysyllabic</b>
like, file, school, kind, brook, dream, die, boat, hear, rhyme, name, please, breadth,	coffee, apple, orange, candle, music, window, rabbit, pencil, laptop, father, camera, poem	yesterday, beautiful, accepted, absolute, national, bicycle, bachelor, balcony chancellor	examination, comfortable, internation, intelligent, responsible, ordinary, ambitious, dependable, experience, community, television,

### **Purpose of using the syllables:**

- Influence the rhythm of language
- Significant role in spoken English
- Help in reading and writing
- Help to read with proper stress and intonation
- Help to remember the silent letters
- Help to remember the spellings

## **Language Functions**

Language function is defined as the language used to serve the purpose of communicating. Every piece of language spoken has a purpose. If a question 'why' is posed on the word/phrase/sentence used, we get to know the purpose of using them. There are many forms used for a single language function. And finally, the utterance matters a lot-polite, rude, and monotonous.

The list given below are different language functions. They have different forms for a single language function.

### **1. Greeting**

- \* Namaste Sir/ Madam. How are you?
- \* Good morning, nice to meet you.
- \* Good afternoon, good to meet you.
- \* Good evening, it's a pleasure to meet you.
- \* Good night, have a nice sleep.
- \* Hi / Hello/ Hey.
- \* Have a great day.

## **2. Introducing**

There are different ways (**forms**) to introduce oneself and introduce the peer.

<b>Self-introduction</b>	<b>Peer introduction</b>
<ul style="list-style-type: none"><li>* I am Anvitha.</li><li>* My name is Anvitha.</li><li>* This is Anvitha.</li><li>* Here is Anvitha.</li><li>* Anvitha is here.</li><li>* You can call me Anvitha.</li><li>* I am known by the name Anvitha.</li><li>* It's a pleasure to give my introduction.</li><li>* I feel happy to introduce myself.</li></ul>	<ul style="list-style-type: none"><li>* She is Anvitha.</li><li>* Her name is Anvitha.</li><li>* This is Anvitha.</li><li>* Here is Anvitha.</li><li>* Ms. Anvitha is here.</li><li>* Meet Ms. Anvitha.</li><li>* You call her Ms. Anvitha.</li><li>* She is known by the name Ms. Anvitha.</li><li>* It is our pleasure to have Ms. Anvitha here.</li><li>* Nice to have Ms. Anvitha here.</li><li>* Ms. Anvitha, over to you.</li></ul>

## **4. Giving instructions**

- ❖ **Words**-sit, stand, come, go, run, make, do, put, pick, eat, etc.
- ❖ **Phrases**- sit straight, stand in line, come to class, go to the washroom, run fast, make a cup of tea, do your homework, put away the waste, pick the paper, eat neatly, etc.
- ❖ **Action series**: Sit straight, listen to me carefully, open page number 24, read the 7th paragraph, find the meaning of the words, write in your notes, etc.

## **4. Requesting**

- ✓ Use of please- Please, give a pen. Lend me your book, please. What do you want, please let me know? Please, come here.
- ✓ Use of could- Could you pass me the salt? Could anyone give me a pen? Could I get some more rice, please Anybody home? Could anyone answer this question?
- ✓ Use of would- Would you do me a favour? Would you mind helping me? Would you please make me a cup of tea, please? Get me some water, would you?

## **5. Complaining**

- I have a complaint.
- I complain about the power cut.
- I have a complaint.
- I filed a complaint over the mixy.
- The complaint is all about the drinking water supply.
- I complain about the crackers noise.
- Please accept my complaint.
- My complaint is on the overflowing dustbin.

## **6. Asking direction**

- Where is the post office?
- Where can I find the milk dairy?
- Please, tell me the way to the SBI bank.
- May I know the way to the ATM?
- I lost my way, could you please help me?
- Would you mind showing me the way to the HOD's chamber?

- Which main road should I take to reach this address?
- Let me know the way towards the town hall.
- Can anyone tell me the way to HM's room?
- I want to know the direction to go to the market.

### **7. Showing gratitude**

- ✚ Thank you.
- ✚ Thanks.
- ✚ Thanks a lot.
- ✚ Thank you so much.
- ✚ Thank you for the help.
- ✚ Thank you is not enough.
- ✚ I mean it, thank you.
- ✚ You are of so much help to me.
- ✚ You helped me, thank you very much.
- ✚ You are the God in disguise.
- ✚ I am grateful to you.
- ✚ My gratitude.
- ✚ My hand folded thanks.
- ✚ If not for you, I would have failed.
- ✚ I am saved because of you,
- ✚ I have great regards for you.
- ✚ I will never forget your help.

### **8. Giving suggestion**

- I think you can opt Science.
- I feel you must go for that.
- I suggest you pick this colour.
- My suggestion is that you better go back.
- Take my words.
- Mark my words.
- Do this and you would remember me forever.
- I am your friend, philosopher and guide.
- My heart feels happy to suggest you.
- You take my word and try.

### **9. Asking suggestion**

- ✓ What can I opt for in my PU?
- ✓ Give me some suggestions, please.
- ✓ I plead your opinion for choosing my subject.
- ✓ What's your suggestion for me?
- ✓ Can I seek suggestions from you?
- ✓ Could you suggest something to me?
- ✓ Would you mind suggesting me?
- ✓ Where can I do my MBA?
- ✓ Why don't you suggest it to me?
- ✓ How would you help me?



## **10. Appreciating, praising, encouraging**

\* Good. \* Very good. \* Good job. \* Excellent. \* Well done. \* Brilliant \* Awesome. \*Great job. \* Fantastic. \* Marvellous. \* Wonderful. \* How great \* What a fantastic performance! \* Excellent work! \* You have done it! \* You have killed it! \* Spellbound performance! \* Ultimate! \* Unimaginable! \* You are worthy of this credit. \* You deserve the honour. \* You are really incomparable. You deserve the appreciation. \* You have stolen the show! \* You made it! \* He is the best. \* I appreciate your hard work. \* I give you the star.

## **11. Telling time**

\* It is 8 am. \* It is tea time. \* Now the time is 9-15 am. \* Please, come back after 10 minutes. \* Your time starts now. \* I give you 15 minutes to complete the task. \* It's time to sleep. \* Our time is over. \* My time is good. \* Let's begin at this hour. \* It's 11th hour preparation. \* It is 12 pm by my watch. \* The clock struck two. \* My watch says, it's lunch time. \* It is a good time for hot coffee. \* My time is bad. \* You are right on time. \* I am well before time. \* My watch says tick-tock, it's snack time.

## **12. Asking time**

\* What is the time? \* What's the time by your watch? \* When does the class start? \* When is your birthday celebration? \* What time does the train arrive? \* When is tea break? \* How minutes can you give me? \* What's the time limit? \* When can I meet the manager? \* Can I know the time you arrive? \* Could you tell me the time, please? \* Would you mind telling the exact time the plane arrives? \* What time is your interview? \* When do you wake up? \* How long is the function?

## **Figure of speech-**

“a word or phrase used in a different way from its usual meaning in order to create a particular mental picture or effect.” It is a metaphorical rather than a literal meaning.

**Simile-** A simile is a figure of speech that is mainly used to compare two or more things that possess a similar quality. It uses words such as 'like' or 'as' to make the comparison.

**Metaphor-** “an expression, often found in literature, that describes a person or object by referring to something that is considered to have similar characteristics to that person or object, but in a way different from a simile.”

Simile	Metaphor
<ul style="list-style-type: none"> <li>• As slow as a sloth</li> <li>• As busy as a bee</li> <li>• As innocent as a lamb</li> <li>• As proud as a peacock</li> <li>• As fast as a cheetah</li> <li>• As blind as a bat</li> <li>• As bold as brass</li> <li>• As cold as ice</li> <li>• As white as a ghost</li> <li>• As tall as a giraffe</li> <li>• As sweet as sugar</li> <li>• As strong as an ox</li> <li>• As old as the hills</li> <li>• As cool as a cucumber</li> <li>• As clear as a crystal</li> <li>• As tough as leather</li> <li>• As good as gold</li> <li>• As light as a feather</li> <li>• As thin as a rake</li> <li>• As deep as the ocean</li> <li>• As cunning as a fox</li> <li>• As clean as a whistle</li> <li>• As sharp as a razor</li> <li>• As gentle as a lamb</li> <li>• As bright as the moon</li> <li>• Jumps like a frog</li> <li>• Sings like a cuckoo</li> <li>• Runs like the wind</li> <li>• Have eyes like a hawk</li> <li>• Runs like a horse</li> <li>• Swim like a fish</li> <li>• Climbs like a monkey</li> <li>• Sleeps like a baby</li> <li>• Fighting like cats and dogs</li> <li>• Eat like a pig</li> <li>• Slept like a log</li> <li>• Move like a snail</li> </ul>	<ul style="list-style-type: none"> <li>• a slow sloth</li> <li>• a busy bee</li> <li>• an innocent lamb</li> <li>• a proud peacock</li> <li>• a fast cheetah</li> <li>• a blind bat</li> <li>• a bold brass</li> <li>• a cold ice</li> <li>• a white ghost</li> <li>• a tall giraffe</li> <li>• a sweet sugar</li> <li>• a strong ox</li> <li>• the old hills</li> <li>• a cool cucumber</li> <li>• a clear crystal</li> <li>• a tough leather</li> <li>• a good gold</li> <li>• a light feather</li> <li>• a thin rake</li> <li>• a deep ocean</li> <li>• a cunning fox</li> <li>• a clean whistle</li> <li>• a sharp razor</li> <li>• a gentle lamb</li> <li>• a bright moon</li> <li>• a frog in the game</li> <li>• a cuckoo in the concert</li> <li>• the wind in the race</li> <li>• a hawk eyed</li> <li>• a horse in the battle</li> <li>• a fish in the ocean</li> <li>• a monkey on the tree</li> <li>• a baby in the cradle</li> <li>• a cats and dogs in the fight</li> <li>• a pig on the dining table</li> <li>• a log on the bed</li> <li>• a snail on the road</li> </ul>

**Personification-** is used to attribute human characteristics to something that is not human. It can also be used to personify an abstract quality. It is used mostly in poems. The poets show exaggeration of their imaginary characters. They give life to lifeless things. They give humanistic roles to their imaginary things.

- \* Opportunity knocked at his/her door.
- \* Time flies when you're having fun.
- \* While the hungry sea was roaring.
- \* The wind lies asleep in the arms of the dawn, like a child that has cried all night.

**Alliterations**-have a similar sounding consonant (non-vowel letters) at the beginning of each word. **Usually found in poems.**

- \* Go and gather the green leaves on the grass.
- \* The beautiful bouquet blossomed in the bright sun.
- \* The boy buzzed around as busy as a bee.
- \* Polly's prancing pony performed perfectly.

**There can be 'tongue twisters' too.**

- \* Peter Piper picked a peck of pickled peppers.
- \* She sells sea shells on the sea shore.

**READ THE FOLLOWING PASSAGE CAREFULLY AND ANSWER THE QUESTIONS THAT FOLLOW:**

**Passage-1 (chosen from class-4 KTBS)**

One day a tree saw a river. The river was crying. The tree asked the river why it was crying. It wiped its tears and said, "My dear friend, I am going to die very soon. Look at me. There is no water left in me. People dump in waste. The waste is choking me. I can't live any more in this condition. But friend, you look sad. What's the matter?"

The tree said, "Dear River, I'm not fortunate either. I am also in the same state as you are. People cut me down without any mercy. Besides, there is no water for me too!"

The tree and the river discussed the matter. They decided to find a solution to the problem. They thought of writing a letter to the Government. They wrote a letter to the Chief Minister of Karnataka. The letter read like this.

**QUESTIONS:**

1. Choose the suitable word in the passage which means 'obstructed throat'.  
a. writing      **b. choking**      c. crying      d. going
2. "Besides, there is no water for me too!" Identify the parts of speech of the underlined word.  
a. Pronoun      b. verb      c. conjunction      **d. Preposition**
3. Choose the suitable antonym for the word, 'cruelty':  
a. **mercy**      b. dear      c. friendly      d. fortunate
4. The river said, "My dear friend, I am going to die very soon." The appropriate reported speech of the given text is:  
a. The river said that I am going to die very soon.  
b. The river said it is going to die very soon.  
c. The river said its dear friend I am going to die very soon.  
d. **The river said to its dear friend that it was going to die very soon.**
5. The tree was crying because-  
a. It was happy.  
b. It was fortunate.  
c. **It was going to die very soon.**  
d. It was with the tree.

6. 'The tree and the river discussed the matter'. Choose the suitable sentences to say what the matter was:
- The tree and the river were friends.
  - People cut trees and throw waste into the rivers.**
  - Nobody to wipe the tears of river and the tree.
  - To write a letter to the Chief Minister of Karnataka.
7. They wrote a letter. The passive form of the sentence is:
- A letter was wrote by them.
  - A letter was written by they.
  - A letter wrote by we.
  - A letter was written by them.**
8. There is no water left in me. Choose the type of sentence-
- Positive sentence.
  - Negative sentence.**
  - Interrogative sentence.
  - Exclamatory sentence.

### Passage-2 (chosen from class-4 KTBS)

#### Letter Writing

To,

March 31, 2018

The Honourable Chief Minister,  
Government of Karnataka.

Dear Sir,

We would like to draw your attention to the problem we are facing. Both of us are dying for want of water. People cut down the trees and they throw waste into the rivers. We wish to stay alive. We humbly request you to save us.

Thank you,

Your's faithfully,

Tree and River

#### QUESTIONS:

- The salutation phrase of this letter is-
  - Thank you
  - Yours faithfully
  - c. Dear Sir**
  - The Honourable Chief Minister
- The above letter comes under which type-
  - a. Official letter**
  - Personal letter
  - Friendly letter
  - Business letter
- The language function involved in this letter is-
  - Seeking permission
  - Giving advice
  - Giving direction
  - d. Requesting**
- The correct pattern of date written in the letter is-
  - 31-03-2018
  - b. March 31, 2018**
  - 2018, March 31
  - 31 March, 2018



5. We humbly request you to save us. Choose the politest word from the underlined sentence.

- a. **Request**                      b. To save                      c. Humbly                      d. Save us.

6. **'Thank you,'** The language function of the given phrase is-

- a. seeking information                      **b. showing gratitude**  
c. asking help                      d. giving suggestion

7. **'We wish to stay alive.'** The appropriate question tag for this statement-

- a. do we?                      b. doesn't we?                      **c. don't we?**                      d. didn't we?

8. **'Both of us are dying for want of water.'** Both in this letter are-

- a. **tree and river**                      b. like and wish  
c. alive and dead                      d. chief and minister

### **Passage-3 (chosen from class-5 KTBS)**

**Lucy:** Do you know anything about Bhagavan Ramana Maharshi?

**Nithin:** No, I don't. What's special about him?

**Lucy:** Sri Bhagavan Ramana Maharshi loved animals and birds.

**Nithin:** Can you tell me more about Ramana Maharshi?

**Lucy:** Listen. Even animals were attracted to him. He spoke to them just as he would speak with people.

**Nithin:** You mean, just like the man we saw talking to his dog?

**Lucy:** Yes, he called the dogs, "boys". He used to say, "Are the boys eating their food?"

**Nithin:** Really?

**Lucy:** Yes, and he called his cow Lakshmi. He used to say, "Give Lakshmi some rice".

**Nithin:** Where did he keep all these animals?

**Lucy:** These animals lived in his ashram. He always fed the animals and birds first. He ate only after feeding them.

### **QUESTIONS:**

1. Choose the other gender for 'girl'.

- a. Bird                      b. Cow                      **c. Boy**                      d. Dogs

2. "Give Lakshmi some rice". Choose the type of sentence:

- a. **Imperative sentence**                      b. Assertive sentence  
c. Interrogative sentence                      d. Exclamatory sentence

3. The given conversation is about-

- a. Swami Vivekananda                      **b. Sri Bhagavan Ramana Maharshi**  
c. Sri Ramakrishna Paramahansa                      d. Maharshi Valmiki

4. "Are the boys eating their food?" The 'boys' in the sentence are-

- a. People                      **b. Dogs**                      c. birds                      d. animals

5. The two conversing in this text are-

- a) Dogs and cow                      b) Animals and birds  
c) People and Ramana Maharshi                      **d) Lucy and Nithin**

5. Where did he keep all these animals? What was the reply?

- a. **These animals lived in his ashram.**  
b. Even animals were attracted to him.  
c. Ramana Maharshi loved animals and birds.  
d. He ate only after feeding them.

#### Passage-4 (chosen from class-6 KTBS)

Honey is the oldest sweet used by people. It is a natural sugar made by bees. It contains sugar, proteins, iron and calcium. We can digest honey very easily. It calms a cough and soothes a sore throat. It is also known for its ability to kill bacteria.

Let us now learn about making honey. Honey-making is not very simple. Honey bees start the honey-making process by visiting flowers and collecting nectar. They gather nectar in the spring when most flowers and plants are in bloom. They use their long, tube like tongues to suck the nectar out of the flowers. They store the nectar in their stomachs (honey sacs) and carry it to the beehive. While inside the bee's stomach for about half an hour, the nectar mixes with the proteins and enzymes produced by the bees. The nectar is thus converted into honey. The bees then drop the honey into the honeycombs (hexagonal cells made of wax produced by the bees). The bees repeat the process until the combs are full.

#### QUESTIONS:

1. "Honey is the oldest sweet used by people". The comparative degree of the given sentence is-
  - a. **Honey is older than any other sweet used by people.**
  - b. Honey is an older sweet used by people.
  - c. Honey is older than other sweet used by people.
  - d. Honey was older than any other sweet used by people.
2. Honey contains-
  - a. acid, base, gas and iron
  - b. carbohydrate, enzymes, fat and iron
  - c. vitamins, minerals, carbon and sweet
  - d. **sugar, proteins, iron and calcium**
3. The bees repeat the process until the combs are full. The singular form of the given sentence is-
  - a. The bee repeat the process until the comb are full.
  - b. The bee repeat the process until the combs is full.
  - c. The bee repeats the process until the comb is full.
  - d. The bee repeats the process until the comb are full.
4. It calms a cough and soothes a sore throat. Choose the suitable question for the statement given:
  - a. do it?
  - b. **doesn't it?**
  - c. don't it?
  - d. does it?
5. honey sacs, means-
  - a. **the bee's stomach**
  - b. beehive
  - c. nectar
  - d. hexagonal cells
6. Choose the antonym of 'complex' from the given passage:
  - a. sweet
  - b. **simple**
  - c. sore
  - d. soothes
7. We can digest honey very easily. Identify the 'adverb' from the given sentence:
  - a. digest
  - b. honey
  - c. **very easily**
  - d. can

8. It is also **known** for its ability to kill bacteria. The suitable prefix for the underlined word:

- a. diskknown      b. sub known      c. Misknown      **d. unknown**

**PASSAGE-5 (chosen from class-6 KTBS)**

There's a fly inside my bedroom,  
It's driving me insane;  
It's buzzing round my wardrobe,  
It's on the window pane...

It's flying round the lampshade,  
It's coming very close.  
It's landing on my pillow...  
It's walking on my nose!

**QUESTIONS:**

- Which is not the synonym of 'insane'-  
**a. goodness**      b. bad      **c. mental ill**      d. disturbed
- It's on the window pane... Choose the preposition in the given line:  
a. pane      **b. on**      c. the      d. window
- The word 'fly' is a –  
a. heterography      b. homophone      **c. homograph**      d. homonym
- 'Bedroom, wardrobe, lampshade, and pillow', these words belong to the category.....  
a. living room articles      b. kitchen articles  
c. bathroom articles      **d. bedroom articles**
- The most repeated pronoun in this poem is-  
**a. It**      b. me      c. my      d. It's
- The -ing form of verbs in the poem are-  
a. simple present form      **b. present continuous form**  
c. present perfect form      d. present perfect continuous
- The compound word of '**lamp + shade**' is-  
a. shade lamp      b. lamp-shade  
**c. lampshade**      d. lamps and shade

**PASSAGE-6 (chosen from class-7 KTBS)**

The little clock is friends with me,  
It talks as plain as plain can be,  
And says, each morning as it rises,  
"Now, don't forget your exercises!  
Both hands above your head, you know!  
Then lower them very slowly, so;  
Oh! don't get tired and stop, that way!  
I exercise like this all day!"  
Right in its face then, I say, "Pooh!  
I wouldn't boast of it, like you,

But I can swing my arms round, too!"  
 And so the clock then looks at me,  
 And I look back, and I and he  
 Each single morning, when we rise,  
 Just exercise and exercise!

### QUESTIONS:

- Choose a suitable title for this poem:
  - The Exercising Clock
  - b. The Gymnastic Clock**
  - The Punctual Clock
  - The Physical Trainer Clock
- "The little clock is friends with me,  
 It talks as plain as plain can be,"  
 The figure of speech adopted in these lines:
  - a. simile**
  - metaphor
  - personification
  - alliteration
- The main theme of this poem is-
  - Exercise is a full-time activity.
  - Exercise is for clocks only.
  - c. Exercise is important for human beings.**
  - Exercise is a waste of time.
- The antonym of 'quickly' is-
  - plain
  - forget
  - single
  - d. slowly**
- Right in its face then, I say, 'Pooh!' The line ends with-
  - a. an exclamation mark**
  - a question mark
  - a comma
  - a hyphen
- I wouldn't boast of it, like you, The synonym of the underlined word-
  - hides
  - b. display**
  - trash
  - mock
- The word repeated in the poem.
  - Clock
  - you
  - c. exercise**
  - arms

### PASSAGE-7 (chosen from class-7 KTBS)

Plastic causes serious damage to the environment at every stage of its production or even in its disposal. To reduce the risks involved in plastic, the usage should be minimized which can result in production. The chemical that is used in the production of plastics is toxic and can cause serious damage to all living beings. Even recycling of plastic causes problems. The worst thing is that recycling degrades the quality of plastic and demands the production of more plastic to make an original product. A single plastic sheet can take about a thousand years to rot. It also has a bad impact on the food chain. Plastic is one of the causes for global warming.

### QUESTIONS:

- Choose the correct option to reduce the risks involved in plastic:
  - a. the usage should be minimized**
  - the usage should be maximized
  - the usage should be continuous
  - the usage should be stopped



2. The chemical that is used in the production of plastics is toxic. The other word for the underlined word is-  
 a. contiguous      **b. poisonous**      c. salubrious      d. Confucius
3. The one of the causes for global warming is  
 a. steel      b. iron      **d. plastic**      d. wood
4. Pick the correct answer- the year taken for the plastic to rot.  
 a. a hundred years      b. ten thousand years  
 c. a hundred century      **d. about a thousand years**
5. What do you understand by the phrase? 'recycling of plastic'.  
 a. **The processing of plastic waste into other products.**  
 b. The process of shaping the plastic into other products.  
 c. The process of cutting the plastic into pieces.  
 d. The process of blending plastic into vessels.
6. '**The worst thing.**'- Give the comparative form of the given phrase-  
 a. as worse as      **b. worse than**      c. worse      d. worst than
7. '**Even recycling of plastic causes problems.**' Choose the correct tense form:  
 a. present perfect tense      b. present continuous tense  
**c. simple present tense**      d. present perfect continuous tense
8. The prefix '**re**' used in the passage that means '**do again**'-  
 a. **recycling**      b. miscycling      c. cycling      d. noncycling

#### **PASSAGE-8 (chosen from class-8 KTBS)**

Sir C.V. Raman was born on November 7, 1888 in Trichy. He was the son of Chandrashekara Iyer and Parvathi Ammal. Chandrashekara Iyer was a Professor of Physics at Hindu College, Vishakapatna. Raman studied there at the Hindu College High School. He was very much interested in science from his boyhood days. Even as a boy, he had made the model of a dynamo. During his school days, he borrowed science books from college students and read them. Thus, from his early days, he showed great interest in science. Unfortunately, he used to fall sick every now and then, and he was not able to attend school regularly.

#### **QUESTIONS:**

1. '**chandrashekara iyer was a professor of physics at hindu college, vishakapatna.**' The correctly capitalised sentence is-  
 a. **Chandrashekara iyer was a professor of physics at Hindu college, Vishakapatna.**  
 b. Chandrashekaraiyer was a Professor of Physics at Hindu College, Vishakapatna.  
 c. Chandrashekara iyer was a professor of Physics at hindu college, vishakapatna.  
 d. Chandrashekaraiyer was a professor of physics at hindu college, Vishakapatna.
2. '**Unfortunately, he used to fall sick every now and then.**' Choose the parts of speech of the underlined word.  
 a. adjective      **b. adverb**      c. noun      d. verb

3. **He was not able to attend school regularly.** The correct prefix for the underlined word is-
- a. irregularly      b. misregularly  
**c. irregularly**      d. non-irregularly
4. **He borrowed science books from college students.** The present form of the given statement is-
- a. He borrowes science books from college students.  
 b. He borrow science books from college students.  
 c. He borrowing science books from college students.  
**d. He borrows science books from college students.**
5. **He was the \_\_\_\_\_ of Chandrashekara Iyer.** Choose the correct homophone:
- a. soon      b. sun      **c. son**      d. sone
6. **'Raman studied \_\_\_\_\_ the Hindu College High School.'** The appropriate preposition is-
- a. at**      b. on      c. in      d. of
7. Even as a boy, Raman had made-
- a. the model of an aeroplane      **b. the model of a dynamo**  
 c. the model of a ship      d. the model of an engine
9. **'Sir C.V. Raman was born on November 7, 1888 in Trichy.'** The 'wh' question to get the underlined words as answer is-
- a. Who and why was Sir C. V. Raman was born?  
 b. How and where was Sir C. V. Raman was born?  
**c. When and where was Sir C. V. Raman was born?**  
 d. What and who was Sir C. V. Raman was born?

**PASSAGE-9 (chosen from class-8 KTBS)**

How doth the little busy bee  
 Improve each shining hour;  
 And gather honey all the day  
 From every opening flower!  
 How skillfully she builds her cell!  
 How neatly she spreads her wax,  
 And labours hard to store it well  
 With the sweet food she makes!

**QUESTIONS:**

1. **"How doth the little busy bee Improve each shining hour;  
 And gather honey all the day From every opening flower!"** Pick the pair of rhyming words:
- a. doth-day      **b. hour-flower**  
 c. bee-every      d. opening-shining

2. The meaning of the word 'labours' is  
a. owners                      b. landlords                      **c. workers**                      d. managers
3. 'How skilfully she builds her cell!' The underlined word is a-  
**a. homograph**                      b. homophone  
c. homonym                      d. heterography
4. 'With the sweet food she makes!' Choose the meaning of sweet food-  
a. cake                      b. Mysurupak                      c. halwa                      **d. honey**
5. '**How skilfully she builds her cell!**' This is \_\_\_\_\_ statement:  
a. an exclamation                      b. an affirmative                      c. an interrogative                      d. an imperative
6. '**How neatly she spreads her wax,**' The parts of speech of the underlined word-  
a. verb                      **b. adverb**                      c. adjective                      d. conjunction
7. '**How skilfully she builds her cell!**' Who is that skilful 'she'?  
a. honey                      b. cell                      **c. bee**                      d. flower

**PASSAGE- 10** (from class-8 KTBS)

One morning, about halfway between my front gate and the rail track, I noticed two boys playing in the garden of the more modest cottages. They were both very little boys, one was four years old perhaps, the other five. The bigger of the two was a sturdy youngster, very dark, with a mat of coarse hair on his head and coal-black eyes. He was definitely a little Jamaican – strong little Jamaican. The other little fellow was smaller, but also sturdy. He was white, with hazel eyes and light brown hair. Both were dressed in blue shirts and khaki pants. They wore no shoes and their feet were muddy. They were not conscious of my standing there, watching them: they played on. The game, if it could be called a game, was not elaborate. The little white boy walked majestically up and down, and every now and then shouted in a commanding tone at his bigger playmate. The little brown boy dragged on quietly behind him and did what he was told.

**QUESTIONS:**

1. '**I noticed two boys playing in the garden of the more modest cottages.**' The singular form of the above statement is-  
**a. I noticed a boy playing in the garden of the more modest cottage.**  
b. I noticed two boy playing in the garden of the more modest cottages.  
c. I noticed one boys playing in the garden of the more modest cottages.  
d. I noticed two boy playing in the garden of the more modest cottage.
2. '**The other little fellow was smaller, but also sturdy.**' The conjunction in this statement is-  
a. also                      **b. but**                      c. was                      d. the
3. '**He was definitely a little Jamaican – strong little Jamaican.**' The adjectives in the given statement are-  
a. definitely, a little                      b. he, was  
**c. little, strong**                      d. was, Jamaican
4. '**They wore no shoes.**' The positive form of the given sentence is-  
a. They wear shoes.                      b. They never wore shoes.  
c. They wore shoes no.                      **d. They wore shoes.**

5. 'Both were dressed in blue shirts and khaki pants.' The parts of speech of the underlined words are-

- a. adjectives                      b. nouns      c. verbs      d. adverbs

6. 'He was white, with hazel eyes.' The underlined word means-

- a. blue eyes                      b. brown eyes  
c. black eyes                      d. greenish brown eyes

7. What made the boys' feet muddy?

- a. They wore no shoes.                      b. They wore no socks.  
c. They wore no pants.                      d. All the above.

8. The meaning of aware, in the passage is-

- a. known                      b. seen                      c. conscious                      d. conscience

**PASSAGE- 11 (from class-8 KTBS)**

Rise, brothers, rise; the wakening skies pray to the morning light,  
The wind lies asleep in the arms of the dawn, like a child that has cried all night.  
Come, let us gather our nets from the shore and set our catamarans free,  
To capture the leaping wealth of the tide, for we are the sons of the sea.

**QUESTIONS:**

1. The poetess of this poem is-

- a. Toru Dutt                      b. Meena Alexander  
c. Kamala Suraiyya                      d. Smt. Sarojini Naidu

2. The rhyming word of 'light' is-

- a. night      b. tide      c. dawn      d. shore

3. 'The wind lies asleep in the arms of the dawn.' The figure of speech employed in this line is-

- a. metaphor                      b. simile                      c. personification                      d. alliteration

4. 'To capture the leaping wealth of the tide, for we are the sons of the sea.'

Who are the sons of the sea?

- a. fishes                      b. shells                      c. catamarans                      d. fishermen

5. 'To capture the leaping wealth of the tide, for we are the sons of the sea.'

What does 'the leaping wealth' refer to?

- a. fishes                      b. rocks                      c. water                      d. lighthouse

6. The nets are gathered from-

- a. the water                      b. the shore  
c. the sea                      d. the fish

7. 'set our catamarans free,' The meaning of the underlined word is-

- a. a sailing ship                      b. a sailing vessel  
c. a sailing cloud                      d. a yacht ship

**PASSAGE- 12 (from class-8 KTBS)**

It was Monday morning. Tom Sawyer was feeling miserable. Monday morning always found him so, because it started another week's slow "suffering" in school. He generally began that day wishing he had no holiday on Sunday. It made going to school again so much more painful. Tom lay thinking. Presently he found himself pretending that he was sick; then he could stay home from school. There was just a chance that something was wrong with him. He mentally examined every part of his body. He found no ailment. He investigated again. Just then he thought he could detect some slight pain in the stomach.



## QUESTIONS:

1. **'It was Monday morning.'** What is the language function of the given statement?  
a. greeting                      **b. beginning a story/narration**  
c. wishing                      d. using past tense
2. **Tom felt \_\_\_\_\_ to go to school on Monday.** Choose the right word:  
**a. painful**                      b. joyful                      c. wonderful                      d. resourceful
3. **'He found no ailment.'** The meaning of the underlined word is-  
a. happiness                      b. sadness                      **c. sickness**                      d. kindness
4. Pick the **adverbs** from the given passage:  
a. that, then, there, the  
b. made, began, started, investigated  
c. he, his, it, him  
**d. always, generally, mentally, presently**
5. **'He investigated again.'** Choose the tense:  
**a. simple past tense**                      b. simple present tense  
c. simple future tense                      d. simple life tense.
6. Choose the correct adjective with suffix:  
a. paining                      **b. painful**                      c. pained                      d. painly
7. Pick the antonym of **'miserable'**:  
a. disable    b. capable    **c. comfortable**    d. possible
8. Monday is the first day of the \_\_\_\_\_. Select the right word  
a) while                      b) weak                      c) wheel                      **d) week**

## **PASSAGE- 13 (from class-9 KTBS)**

We need to realize that missions are always bigger than organizations, just as organizations are always bigger than the individuals who run them. Missions need effort and the mind provides the purpose. Seen this way, consider, which department or ministry will take man to Mars and build a habitat there? Can 200,000 MW of electric power be generated by isolated efforts in thermal, hydroelectric, nuclear and non-conventional sectors without an integrated effort? Can the second green revolution happen without agricultural scientists, biotechnologists and irrigation experts working together? Without proper diagnostic facilities in clinics and affordable drugs reaching our masses, our biotechnology laboratories and medical councils will continue to perpetuate each other's survival without serving the purpose of their existence: to set in place the most advanced medical facilities and make these available to the people at reasonable prices.

## QUESTIONS:

1. **'We need to realize that missions are always bigger than organizations.'** The positive degree of the underlined word is-  
a. the biggest                      **b. as big as**  
c. the bigger than                      d. bigger

2. **'Missions need effort. The mind provides the purpose.'** The sentence combined using linker/conjunction is:
- Missions need effort but the mind provides the purpose.
  - Missions need effort or the mind provides the purpose.
  - Missions need effort so the mind provides the purpose.
  - Missions need effort and the mind provides the purpose.**
3. Choose the set of words with suffixes:
- reasonable, affordable, department, organizations**
  - realize, purpose, available, people
  - proper, nuclear, happen, medical
  - all the above
4. Expansion of **'MW'** is-
- microwave
  - mega watt**
  - microsoft word
  - mechanical worker
5. The number **200,000** in words in India is-
- two hundred
  - two crores
  - two hundred thousands
  - two lakhs**
6. **'Missions need effort and the mind provides the purpose.'** Frame 'wh' question to get the underlined word as answer:
- What do Missions need?**
  - Where is Mission and mind?
  - Why do you need Missions and mind?
  - How is Mission and mind purposeful?
7. **'isolated'** synonym of the word-
- together
  - remote**
  - unite
  - associate
8. **'survival'** the antonym is-
- living
  - alive
  - death**
  - birth

**PASSAGE- 14 (from class-9 KTBS)**

Tourist: Excuse me, how far is the railway station from here?

Giridhar: It's about three kilometres.

Tourist: Can I get a bus to the station?

Giridhar: Yes, you can. But you've got to wait for an hour for the next bus.

Tourist: Oh, dear! How long will it take me to walk to the station?

Giridhar: It takes at least one and a half hours if you walk normally.

Tourist: Then it is better to wait for the bus. Thank you

**QUESTIONS:**

- The conversion is-
  - at the railway station
  - at the bus stand
  - at the tourist office**
  - at the airport
- 'How long will it take me to walk to the station?'** Language function is
  - asking the time**
  - asking direction
  - asking suggestion
  - asking help
- 'Oh, dear!'** The language function is-
  - addressing
  - showing surprise**
  - greeting
  - wishing
- 'Excuse me',** The other form for this expression is-
  - Please help me.
  - I seek your attention.
  - sorry for the interruption.
  - All the above.**

5. **'walk normally'** The parts of speech is-  
 a. adjective                      **b. adverb**                      c. preposition                      d. noun
6. The conversation is about-  
 a. having dinner  
 b. travelling in flight  
 c. buying  
**d. none of the above**
7. **'Then it is better to wait for the bus.'** The purpose of using this statement  
 a. **giving suggestion**                      b. making decision  
 c. giving direction                      d. telling story
8. **'But you've got to wait for an hour for the next bus.'** Identify the articles in this statement.  
 a. the, a                      **b. an, the**                      c. a, the                      d. a, an

**PASSAGE- 15 (from class-9 KTBS)**

We have not wings – we cannot soar –  
 But we have feet to scale and climb  
 By slow degrees – by more and more –  
 The cloudy summits of our time.  
 The mighty pyramids of stone  
 That wedge like cleave the desert airs,  
 When nearer seen and better known,  
 Are but gigantic flights of stairs.

**QUESTIONS:**

1. The pairs of rhyming words are –  
 a. soar-more                      b. climb-time                      c. stone-known  
 d. airs- stairs                      **e. All the above**
2. **'Are but gigantic flights of stairs.'** The kind of noun here is-  
 a. **collective noun**                      b. abstract noun  
 c. common noun                      d. proper noun
3. Synonym of the word '**gigantic**' is-  
 a. **All the below**                      b. great size  
 c. huge                      d. enormous
4. **'That wedge like cleave the desert airs,'** Identify the figure of speech.  
 a. metaphor                      b. personification                      c. alliteration                      **d. simile**
5. **'When nearer seen and better known,'** Identify the parts of speech of the underlined words:  
 a. **adverb**                      b. adjective                      c. noun                      d. pronoun
6. **'But we have feet to scale and climb'.** The conjunctions in the expression are-  
 a. we, to                      **b. but, and**                      c. feet. Have                      d. scale, climb
7. **'We have not wings – we cannot soar.'** The positive statement of the given line is-  
 a. We have wings-we cannot soar.  
 b. We have not wing-we can soar  
**c. We have wings – we can soar**  
 d. We haven't wings- we can't soar

**PASSAGE-16 (from class-10 KTBS)**

Given below is a profile of Mr. Rama Krishna, the school clerk.

Birth- 1-1-1979

Height and weight- 6 feet, solid built

Family - one son and one daughter -college going

Reason for his popularity- helpful, best gardener

Education -B.Com. graduate

Hobbies - gardening, beekeeping, coin collection

**QUESTIONS:**

1. The text is –

- a. a bio-data                      **b. a profile**                      c. a resume                      d. a letter

2. The profile is of a-

- a) school clerk**                      b. school students  
c) school teacher                      d. school headmaster

3. 'Mr. Rama Krishna's' education qualification is-

- a) M.A. graduate                      b) B. Com graduate  
c) **B.Com. graduate**                      d) B.A. graduate

4. 'Reason for his popularity,' is-

- a. good worker                      b. honesty  
c. hard worker                      **d. helpful, best gardener**

5. 'gardening, beekeeping, coin collection' are his-

- a. hobbies**                      b. qualities                      c. time pass                      d. routine

6. His height is-

- a. 5 feet                      **b. 6 feet**                      c. 7 feet                      d. 8 feet

7. The correct word form of the date '1-1-1979' is-

- a. one-one-One nine seven nine  
b. one - January- nineteen seventy-nine  
**c. 1st January, nineteen seventy-nine**  
d. one- one- seventy-nine

**PASSAGE- 17 (from class-10 KTBS)**

The quality of mercy is not strain'd;

It droppeth as the gentle rain from heaven

Upon the place beneath. It is twice blest:

It blesseth him that gives, and him that takes.

'Tis mightiest in the mightiest; it becomes

The throned monarch better than his crown.

His sceptre shows the force of temporal power,

The attribute to awe and majesty,

Wherein doth sit the dread and fear of kings;

But mercy is above this sceptred sway;

It is enthroned in the heart of kings;

It is an attribute to God himself;

And earthly power doth then show likest God's

When mercy seasons justice.

### QUESTION:

1. The poet of this poem is-  
a. William Wordsworth                      **b) William Shakespeare**  
c) William Blake                              d) William Bentick
2. '**His sceptre shows the force of temporal power,**' The synonym of the underlined word is-  
a. empowered                              b) lordship  
c) dominion                                  d) sovereignty                      **e) All the above**
3. '\_\_\_\_ **mightiest**,' The article used before the mightiest is-  
a. an                      b. a                      **c. the**                      d. and
4. '**Wherein doth sit the dread and fear of kings;**' The word 'doth' mean-  
a. do                      **b. does**                      c. did                      d. done
5. The theme of this poem is all about-  
a. punishment                      b. curse                      c. abuse                      **d. mercy**
6. Who blesses twice if we show mercy?  
**a. God**                      b. king                      c. sceptre                      d. rain
7. '**It is enthroned in the heart of kings;**' Here 'it' refers to-  
a. earthly pleasures                      b. sceptre sway                      **c. mercy**                      d. gentle rain

### STRUCTURE AND CONTENT OF SYLLABUS

#### PEDAGOGY OF LANGUAGE DEVELOPMENT:

- Learning and acquisition, principles of language teaching, role of listening and speaking, function of language and how children use it as a tool.
- Critical perspective on the role of grammar in learning a language for communicating ideas verbally and in written form.
- Challenges of teaching language in a diverse classroom and language skills.
- Teaching-learning Materials: Textbooks, multimedia materials, multilingual resources of the classroom, remedial teaching.

#### Learning and acquisition

Language acquisition is a subconscious process identical to the process children utilize in acquiring the first language. It is a process of learning to communicate effectively and meaningfully in a target language.

Learning is a process of acquiring new skills of knowledge and improving the existing skills. There are mainly three types of learning. They are motor learning, verbal learning and conceptual learning.

Acquisition is learning language naturally and without any systematic practice. The term learning and acquisition are complementary.

#### Stephen Krashen

According to Stephen Krashen acquisition and learning are two separate ways of gaining knowledge. Once gained they are stored separately. The two distinct ways of developing language competencies of English as second language is by language acquisition and language learning. Language acquisition is the natural way to develop linguistic ability subconsciously. Krashen's language acquisition theory consists of 5 basic hypotheses.

Noam Chomsky distinguishes between competence and performance. Competence involves knowing the language and performance involves doing something with language. His theory of language acquisition device (LAD) and Universal Grammar (UG) are important.

Also refer to the theories of Piaget, Vygotsky and Jerome Bruner and Constructivism, Learning styles and Strategies.



## **Principles of language teaching**

Language is a vital part of growth process. It is symbolic systematic and arbitrary. Language is productive and creative; hence a teacher of English language needs to have some principles while teaching English language.

Many theories and principles are associated with language teaching. some of them are situational approach to language teaching, situational teaching of meaning practice in situation, different kinds of situation

### **Oral approach to language**

Principle of selection and gradation of language material

Types of pattern practice drill like substitution tables language games practice to writing

Theory of Motivation, interest, variety, imitation, habit formation, individual differences, using mother tongue, exposure to language, correlation with life and child centred.

Language can be taught by different approaches, methods techniques like, behaviourist Approach, Total Physical Response, Direct Method, Audio lingual, Community Language Learning, Suggestopedia, Grammar translation method, Communicative Language Teaching, Task -based Language Teaching (TBLT), Lexical Approach.

### **Maxims used while teaching.**

\*Teaching should be from known to the unknown.

\*Simple to complex

\*Concrete to abstract

\*Analysis to synthesis

\*Induction to deduction

\*Psychological to logical

\*Relate form to meaning and contextualise.

## **Role of Listening and Speaking**

Language is a 'skill' it is more a matter of 'doing and knowing'. In mother tongue the first skill that a child acquires is the ability to understand spoken words: the skill of listening, then the child tries to reproduce these sound sequence. Hence the role of listening and speaking is important in language learning

Practice in listening comprehension should precede speaking practice. Developing listening skills in English language will ultimately lead to good production, that is speaking. Listening to spoken English help students to acquire the language that is, 'pick up' structures and vocabulary.

Types of listening intensive extensive, attentive, casual and focused.

### **Activities related to listening and speaking:**

Speaking is the fundamental thing for language learning. The main purpose of language learning is communication, therefore cultivating the ability to speak intelligently using appropriate words stress, sentence stress etcare very essential

## Challenges of teaching language in a diverse classroom and language skills.

India is a hub for variety of languages. Linguistic diversity can be used as a readily available resource and can be used as a strategy by a creative language teacher in the language classroom. English in India is a Global language. In a multi lingual country we must understand that the language diversity poses some challenges to the English teachers and the learners. The main challenge of teaching language in a diverse classroom is facing slow and weak learners and also facing a mixed ability group of learners.

### Major challenges

- Overcrowded classrooms
- school environment should be congenial and permissive to enable pupils to hear, see or use English.
- lack of study material
- faulty reading material \*examination oriented.

### The various learning disabilities that the pupils suffering from are:

- a. **Dyslexia**: It is a learning disability in reading.
- b. **Dyscalculia** is the mathematical learning ability disorder.
- c. **Dysgraphia**: it is the learning disability in writing that involves the physical act of writing or the mental activity of comprehending and synthesizing information.
- d. **Dyspraxia**: It refers to the problems with movement and coordination in writing or gross motor skills such as running or jumping.
- e. **Dysplasia**: Refers to the language and communication learning disabilities. It involves the ability to understand or produce spoken language.
- f. **Auditory processing disorder**: It is an inability to distinguish the subtle differences in sound or hearing sounds at the wrong speed.
- g. **Visual processing disorder**: refers to the problems in visual perception include missing minor differences in shapes reversing letters or numbers skipping words skipping lines and problems in eye hand coordination.
- h. **Autism**: Refers to the difficulty in mastering certain academic skills. Children with autism may have trouble in communicating, reading body language, learning basic skills, making friends and making eye contact.

## Language skills

The major skills of any language are- Listening, Speaking, Reading, Writing. (LSRW)  
The first and foremost skill of any language is listening. It leads to language acquisition. The teachers have to create authentic listening situations in classroom so that the students can develop listening comprehension skills.

- ✓ Developing micro -and macro-skills
- ✓ Language functions
- ✓ Total physical response activities
- ✓ Different types of listening

## Speaking

Language is primary speech. Knowing a language is often defined as the ability to understand and speak the language. Development of aural-oral skills has a crucial role to play in second language teaching.

Articulation of letters, words, patterns of rhythm, etc. and knowledge of vocabulary and grammar of language is essential for the production of language, that is speaking

## Sub-skills of speaking

Different activities that develop speaking skills eg,.reading aloud, debate etc.

Speaking skills like fluency, accuracy and complexity.

Core speaking skills like pronunciation, speech function, interaction management, discourse organisation.

Strategies for developing speaking skill

Activities related to developing speaking skill

## Reading

Reading is a complex skill as we use English as a library language. So comprehension takes place when there is an ability to understand written language.

Types of Reading. silent and loud reading

Methods of teaching Reading: Eg. Phonic method....

Models of Reading process.

Eg. Bottom -up model of reading,

Intensive and extensive reading,

Faulty reading habits.

Activities related to check comprehension after reading

## Writing

Writing skill is an important aspect of language teaching. As writing skills reinforce oral and reading work.It involves not just graphic representation of speech but the development and presentation of thoughts, artistic expression in a structured way.

Process involved in writing

Mechanics of writing, handwriting

Micro skills of writing

Types of writing

Activities on how to teach writing.

## TEACHING-LEARNING MATERIALS

Textbooks, multimedia material, multilingual resource of the classroom, remedial teaching materials.

Resource material play very important role in language curriculum and facilitates learning in the classroom. Text books are not only the resources available for teaching learning. 'Materials' refers to anything that facilitates learning either in the classroom or through self-direction

Material development refers to all the process made use of by practitioners who produce and use materials for language learning. The different types of Authentic materials are-

Authentic listening/ viewing materials like-TV commercials, cartoons, news clips, comedy shows, movies etc.

Authentic visual materials like slides, photograph movies advertisement, menu cards of restaurants, cereal boxes, Street signs, University catalogue, maps etc.

Authentic printed material like newspaper articles, advertisement, menu cards of restaurants, invitation etc.

Realia are real world objects like coins and currency, wall clocks, folded paper puppets etc.

Radio and Edu sat videos and lessons.

Visual aids like chalkboard or soft board, pictures and charts, land narrative charts, flash cards, maps and models.

Audio visual aids like television, cinema, emotion pictures and computer assisted language learning.

They are also resources like big books, comics, drama and theatre, puppets, children's literature.

Evaluation of learning material is very important. We can use the following criteria when we use and select materials

- 1 Authenticity
- 2 Need -matching
- 3 Language potential
- 4 Level of difficulty

School is a rich resource for language learning. In a school we can get students to form English clubs and fest, reading corners and wall magazines.

### **Language laboratory**

Exploring of online materials for worksheets, quizzes, reading comprehension passages, language learning activities etc. Websites like [www.britishcouncil.org](http://www.britishcouncil.org), [learnEnglish.Org](http://learnEnglish.Org), [KTBS@kar.nic.Org](mailto:KTBS@kar.nic.Org), etc.

Text books are the great resource for teachers to realize objectives of teaching English and provides basic framework within which much of the classroom activities occur.

### **Multimedia Resources**

Multimedia materials are-

Text and graphics: Slideshow or presentation, diagrams, infographics. Audio: podcasts. Video: screen capture, lecture capture, talking head videos, animation, glass screen videos.

### **Multilingual Resources**

Multilingualism is the ability to use more than two languages. Multilingualism is constitutive of the identity of a child and a typical feature of the Indian linguistic landscape, and can be used as a resource, classroom strategy, and can be set as a goal by a teacher.

Multilingualism as a resource means using the languages of learners as a strategy in school. It is used as a resource to teach a new language to the child with the help of a mother tongue or other known language.

### **Remedial teaching**

Remedial teaching is a specialized teaching approach created to support students to overcome their learning difficulties, bridge gaps in understanding and teach to their full academic potential and to get rid of their common or specific weaknesses.

The aim of remedial teaching is to provide extra assistance to students who for whatever reason have fallen behind the rest of the class in all the subjects especially languages and mathematics.

### **Objectives**

- ✓ Provide learning support to pupils.
- ✓ Teacher provides learning activities and practical experience to pupils according to their abilities.
- ✓ Teacher designs individual learning program with intensive remedial support to pupils.
- ✓ Teacher should provide systematic training to develop pupil's generic skills.
- ✓ Remedial teaching lays the foundation for pupils lifelong learning.

## Strategies

- ❖ Individualised educational program
- ❖ Peer support program
- ❖ Reward scheme
- ❖ Handling pupil's behavioural problems.

## MULTIPLE CHOICE QUESTIONS

1. A child is able to speak Tamil from his neighbour. It is
  - a. **Acquisition of language**
  - b. Learning of language
  - c. Acquisition and learning
  - d. None of the above
2. The most important factor which is responsible for differentiation between language learning and language acquisition is
  - a. Grammar of language
  - b. Assessment of language
  - c. Textbook of language
  - d. **Language environment**
3. Raghu demanded more chocolates from his mother, she frowned. Raghu kept quiet. He was able to:
  - a. Learn by imitation
  - b. Focus on the meaning of utterance
  - c. Express his ideas
  - d. **Interpret the sense of situation**
4. Find the false statement for young language learners
  - a. They learn by imitation
  - b. Everything is new to them
  - c. **They hate talking**
  - d. they have short concentration span
5. A good language teacher encourages children
  - a. **To ask more questions**
  - b. Not to use language in meaningful context
  - c. Not to revisit topic/theme
  - d. Not to use same classroom routine
6. Teacher gets students to complete a story in their own way. This will lead to:
  - a. Creative thinking
  - b. Going beyond the information given
  - c. Thought process
  - d. **All of the above**
7. Characteristic feature of learning a language is
  - a. **'Knowing about' a language**
  - b. 'picking up' a language
  - c. Formal teaching may not help
  - d. Similar to child's first language
8. A child trying to choose between the words 'rides or drives' to fill the blank. Shalini \_\_\_\_ a bicycle.
  - a. **Editing the language**
  - b. Acquiring the language
  - c. Learning the language
  - d. None of the above
9. A child acquires the rules of language is \_\_\_\_\_ of the order in which rules are taught in language class
  - a. dependent
  - b. **Independent**
  - c. dependent and independent
  - d. None of the above
10. Constructive language classroom has
  - a. debates and discussions
  - b. small group and individual presentation
  - c. Role play
  - d. **All of the above**
11. An external skill/technique that students use often consciously to improve their learning
  - a. Learning style
  - b. **Learning strategy**
  - c. Auditory learner
  - d. Visual learner
12. You are likely to remember very well what is written if you read once. You are:
  - a. **Visual learner**
  - b. Auditory learner
  - c. Kinaesthetic learner
  - d. Multi model learner



13. Language learning by a child is by doing activities, multitasking, and engaging in physical activities. He is a:
- Visual learner
  - Auditory learner
  - Kinaesthetic learner
  - Multi model learner
- 14). As a teacher if you have auditory learners, the strategies you would use are:
- Getting students to draw, copying material using highlighter pens to emphasize important points.
  - Watching a lot of videos, listening to cassettes, recorded lectures**
  - Studying in study groups
  - Taking part in role play
15. A child has to rewrite class notes to reinforce material he has
- Visual modality
  - Auditory modality
  - Kinaesthetic modality**
  - None of the above
16. Simple instructions in English helps to develop \_\_\_\_\_ skill.
- Listening**
  - Speaking
  - reading
  - Writing
17. A child follows a simple instruction.Listen and do is an activity under
- TPR**
  - Suggestopedia
  - Communicative approach
  - Community related activity
18. Shyla loves to listen to news. This type of listening is
- Face to Face
  - Distance but two ways
  - Listening for pleasure
  - Informative**
19. Some examples for activities are given below. They help us in \_\_\_\_\_ skill
- Teacher reads out sentence or word and gets to complete the grid
  - Bingo
  - Announcement in railway station
- Writing and speaking
  - Speaking and listening
  - listening and writing**
  - listening
20. A child speaks using correct grammar and pronunciation. His speech has the feature of.
- Fluency
  - Accuracy**
  - Complexity
  - Fluency and Accuracy
21. Rhymes, Chants, Tennis Game, and tongue twisters are the activities to develop
- Speaking**
  - Writing
  - Listening
  - Reading
22. You wrote a script for a short story to do role play. This roleplay is called
- Cued Roleplay**
  - Totally controlled Roleplay
  - Free Roleplay
  - All of the above
23. A child was able to recognize by labels AMUL, COCACOLA, BOOST, but not words like, block, entrepreneur. His approach to reading is.
- Iconic approach**
  - Alphabetic approach.
  - Phonic Approach
  - None of the above
24. Word based activities are,
- Reading every word.
  - Interacting with text and writer.
  - Using once background knowledge.
  - Understanding all the words in a text
- 1 and 4**
  - 2 and 4
  - 1 and 3
  - 1 and 2
25. Read the words: Onomatopoeia, Worcestershire, Ignominious, Anathema. Which model of reading are you following?
- Bottom-up Model.**
  - Top-Down Model.
  - Interactive Model
  - Interactive Compensatory Model

26. Faulty reading habits are.  
 a. Reading word by word      b. vocalisation and sub vocalisation  
 c. Regression      **d.All of the above**
27. Reading sentence and picture matching activity is to develop  
 a. **Reading skill**      b. Writing skill  
 c. Speaking Skill      d. Listening skill
28. Students are told a story by the teacher and she gets them to write the ending and read out to the class. The skills involved are  
 a. Writing, speaking, listening      b. Speaking, Reading and Writing  
 c. Listening and Writing      **d. Listening, Writing and Reading**
29. The cohesive device used while writing is.  
 a. **Phrase**    b. Ellipsis    c. Nouns    d. Verbs
30. Receptive language skills are  
 a. Speaking about information after listening  
 b. Using grammatical structures and vocabulary accurately  
 c. Writing in a variety of styles.  
**d.Listening or reading for information.**
31. To develop writing skills among students, the teachers must focus on  
 a. Good Handwriting      b. Use of Punctuations.  
 c. Expression of ideas      **d. Grammatical Aspects**
32. Dictation does not help learners.  
 a. Improve spelling.      b. Improve concentration Span  
 c. Improve listening comprehension    **d. Improve reading skill**
33. Reading to “decode” means to  
 a. To spell and read      b. Read superficially  
 c. **Recognize words to understand the meaning**  
 d. Replacing long words with symbols
34. As a teacher if you encourage children to read magazines, short storybooks, Newspapers etc, the type of reading you encourage is,  
 a. Silent reading      b. Loud Reading  
 c. **Extensive Reading**      d. Intensive Reading
35. The term “brainstorming” meant.  
 a. Think elaborately      b. Put oneself in a dangerous situation.  
 c. **Quick contribution of creative ideas.**    d. Contribute Passively
36. The teacher in a heterogeneous classroom often needs to scaffold the students. The term scaffolding meant  
 a. Use abusive language      b. **Provide passive support**  
 c. Give drilling work      d. Explain continuously.
37. What is the initial skill for acquiring any language?  
 a. Speaking      b. Reading      c. Writing      **d. Listening**
38. The smallest unit of meaning in a language is  
 a. **Phoneme**      b. Word      c. Syntax      d. Morphine
39. Children learn more effectively when they see and touch objects is  
 a. Learning by doing      b. **Learning by experiencing**  
 c. Passive learners      d. Indirect Learning
40. Which one of these is not a principle of learning a language.  
 a. Build background knowledge      b. Create an environment  
 c. Enrich the vocabulary.      **d. use high sounding words.**
41. Teaching a new language with the help of mother tongue  
 a. Direct Method      b. Translation Method  
 c. **Bilingual Method**      d. Deductive Approach

42. Considering the importance of language. English language is said to be the \_\_\_\_\_ to the world.  
a. Stepping Stone b. Model c. **Window** d. Champion
43. In a conversation, the listener can comprehend  
a. the context b. the purpose  
c. the intention of the speaker d. **all the above**
44. Teacher (holding a book) This is a book  
Pupils (holding a book) This is a book  
This is used in the pattern practice drill is called  
a. **Imitation drill** b. transformation drill.  
c. addition drill d. integration drill
45. The main aim/aims of teaching is/are  
a. ability to understand speaker's language  
b. ability to express fluently in writing and speech  
c. ability to develop creative skills d. **all of the above**
46. In India English is not used as  
a. National link language b. international link language  
c. library language d. **foreign language**
47. The regional varieties of language are called \_\_\_\_\_  
a. Register b. **Dialects** c. Vocabulary d. Received Pronunciation
48. A teacher taught students about "auxiliary verbs" these verbs are  
a. **Structural words** b. Vocabulary words  
c. Content words d. Phrases
49. She "broke down" when she heard the news of her father's death.  
Broke down, corresponds to  
a. **Lexical word** b. Grammatical word  
c. Content word d. Structural word
50. The smallest unit of language that contains meaning is called  
a. **Morpheme** b. Phoneme  
c. Grapheme d. none of the above
51. Shalini answered the question asked by her teacher, the skill is  
a. Productive skill b. Receptive skill  
c. **Aural-oral skill** d. Graphic motor skills
52. A teacher taught verbs by giving examples, she used  
a. **Inductive method** b. Deductive method  
c. Text book method d. Grammar translation method
53. In order to teach "this, that, these, those" you are using classroom situation, the situation is  
a. **Real-actual** b. Real-recalled  
c. Contrived -visualised d. Contrived -verbal
54. Advantages of oral approach is/are  
a. can be introduced to young learners  
b. economy of time and effort  
c. easier to correct d. **all of the above**
55. In order to teach Vocabulary you grade them based on  
a. simplicity, teachability b. teachability, productivity  
c. productivity, simplicity d. **simplicity, teachability, productivity**
56. The procedure of alphabetic method is  
a. letters-words-sentences-paragraphs  
b. letters -sounds-sentences-paragraphs  
c. **letters -phrases-sentences-paragraphs**  
d. sounds -letters-sentences-paragraphs

57. Megha engages her students in a fun activity before the beginning of a new lesson. The purpose of this is
- a. motivates and energise the learners**
  - b. directs the attention of learners
  - c. discipline the learners before the lesson
  - d. reduces the work load of the teacher
58. Personalised learning is important because,
- a. Every learner must be exposed to learning
  - b. Every learner is unique**
  - c. All learners must learn on their own
  - d. Learners must enjoy their learning
59. The device to accomplish an objective is
- a. Approach
  - b. Method
  - c. Technique**
  - d. none of the above
60. While learning a new language.
- a. Mother tongue helps**
  - b. Mother tongue interferes
  - c. Mother tongue should never be used
  - d. None of the above
61. Meaningful Learning can take place in a class where there is
- a. role plays
  - b. dramatization
  - c. story -telling
  - d. all of the above**
62. Language learning is essentially by habit formation, so a teacher has to use
- a. pattern -practice drill**
  - b. use of mother language
  - c. exposure to life situation
  - d. oral approach
63. A major challenge faced by teachers is
- a. Overcrowded classroom
  - b. Lack of study material
  - c. exam-oriented teaching
  - d. All of the above**
64. Pick out the false statement. that is related to diverse classroom
- a. Appreciate the individuality of students.
  - b. Eradicate socio-psychological problems.
  - c. No interaction session between teacher and student.**
  - d. Use different methods of teaching.
65. Leena, a teacher observed a student who has basic writing disorder, the learning disability is
- a. Dysgraphia**
  - b. Asphasia
  - c. Dyspraxia
  - d. Autism
66. A “mental block” associated with reading is called
- a. Asphasia
  - b. Autism
  - c. Dyslexia**
  - d. Dysgraphia
67. According to NCF 2005 multilingualism in learning is considered as
- a. A challenge for students
  - b. resource in teaching**
  - c. hindrance in teaching
  - d. challenge for teachers
68. To teach the hearing-impaired students the teacher
- a. uses cue cards to signal the teaching content
  - b. uses a lot of TLM
  - c. conducts a regular special class
  - d. makes sure that she includes signs and nonverbal signals**
69. In order to cope with the unrealistic expectations of parents from their children the teacher must
- a. Persuade to drill them at home.
  - b. Give instructions for dealing with the students at home.
  - c. Make a clear reference to objectives.
  - d. Explain to the parents about the child’s actual learning ability.**

70. The value associated in an inclusive classroom is
- Sympathy
  - Jealousy
  - Competition
  - Collaboration**
71. Evaluation helps the teacher to know
- whether the teaching methodology was successful or not
  - how successful students were in learning
  - both a and b**
  - none of the above
72. In order to make evaluation process effective the order should be
- Perform test
  - Organising learning experiences
  - Determine educational objectives
  - Measure behavioural changes
- 3,2,4,1.**
  - 4,1,2,3.
  - 1,2,3,4
  - 2,3,1,4
73. To evaluate reading comprehension, a child has to read a passage. The tool given is \_\_\_\_\_
- Questions**
  - Check list
  - Rating scale
  - Anecdotal record
74. Prabhu got his students to read aloud a passage and had to evaluate the components of reading like punctuation, intonation, pause and stress. The best tool is.....
- Anecdotal record
  - Test
  - Questions
  - Rubrics (analytical, holistic)**
75. Testing refers to
- eliciting response to specific task**
  - systematic process of collecting information about one's ability to use language
  - process of collecting information about students' language ability to judge them
  - none of the above
76. A test used for testing overall ability to use language at a certain point of time
- Proficiency Test**
  - Achievement Test
  - Diagnostic Test
  - Aptitude Test
77. A child spelling correctly 'protractor' and not 'protracter' in a maths class has the knowledge of the word is
- Receptive Knowledge
  - Collocation Knowledge
  - Orthographic Knowledge**
  - Grammatical Knowledge
78. Blank filling, information transfer, editing, dialogue completion and paraphrase can be assessed for
- Listening skills**
  - Writing skills
  - Listening and writing skills
  - None of the above
79. A single task to assess speaking and listening skills
- Completing dialogues
  - Re-tell a story
  - Role-play
  - All of the above**
80. Getting students to find a particular piece of information from a text is to assess his ability to
- Scanning for information**
  - Skimming for information
  - Enjoy reading
  - improve concentration skill
81. If you get students to complete dialogue script, you can assess them for
- Appropriacy of content
  - Use of proper vocabulary
  - Use of correct sentences
  - All of the above**



82. Diagnostic Test is used to obtain information about
- Mental ability of students
  - Physical presence of students
  - Grasping power of students
  - Strengths and weakness of learners**
83. Formative Assessment is also known as
- Informal assessment
  - Assessment of learning**
  - Achievement test
  - Diagnostic Test
84. We can use editing tasks to assess students' ability to,
- check grammatically correct sentences
  - to spell check and punctuation
  - use of appropriate vocabulary
- 1,2 & 3**
  - 1&3
  - 2&3
  - 2&1
85. Goal cards, students' diary and portfolio are techniques used for
- Self-assessment**
  - Peer assessment
  - Writing skills
  - Diagnostic test
86. Developing precise and focused Yes/No questions are used in \_\_\_\_ tool
- Rating scale
  - Check list**
  - Rubrics
  - Questionnaire
87. A language teacher uses holistic rubrics as a tool to assess any (LSRW) skills meant to check
- levels of students' overall performance**
  - grading students' performance
  - segregating students
  - achievement of students
88. Oral test, written test are used as a tool for.....
- Assessment of learning Formative assessment
  - Summative assessment**
  - C C E.
  - None of the above
89. Analysing test results helps the teacher to indicate
- The actual language ability of students**
  - Problems faced by students
  - used to improve test performance
  - All of the above
90. Materials such as newspapers, name boards, placards, visiting cards which are not original design for teaching purpose are called
- Authentic materials**
  - Pedagogic materials
  - Non authentic materials
  - Realia
91. The cheapest and most easily accessible mass media for learning language is
- Radio**
  - Drama and theatre
  - Puppets
  - Comics
92. Edu sat videos help
- In providing exposure to an interesting language learning context
  - Develop Listening and speaking comprehension skills
  - Supports classroom teaching and learning
  - All of the above**
93. Slides, photographs, paintings, drawings, wordless street signs are
- Authentic listening
  - Authentic visual material**
  - Authentic printed material
  - Realia

94. In order to use resource materials in an English classroom the following criteria are useful
- Authenticity and need matching
  - Language potential and level of difficulty
  - Language potential and authenticity
  - Both a and b**
95. Which following statement is true of homework?
- It is for the awareness of parents.
  - It should be given according to pupils' abilities.**
  - It is a compulsory exercise.
  - It is not necessary.
96. Remedial teaching is important
- To convince the parents
  - To help pupils catch up with their peers**
  - To give more drill work
  - To have a common understanding of all the subjects
97. A remedial student is
- A student who is an average one.
  - A student who is regularly absent.
  - A student who needs special attention.
  - A student who does poorly in studies.**
98. The term remedial suits well with
- Improving
  - Bettering**
  - Perfecting
  - Balancing
99. Text media are
- e-books, e-journal
  - magazines and newspapers**
  - film and documentaries
  - audio tapes
100. Teaching learning material should be selected on the basis of
- availability of resources
  - their cost
  - attraction and design
  - the objectives of teaching**

**PART – I**

**Language- II-ENGLISH**

**(Note: Question numbers are allotted as per TET question paper-ie, from 31 to 60)**

**Direction(Q.no.31 to Q no.38) Read the passage given below and answer the questions.**

One morning, about halfway between my front gate and the rail track, I noticed two boys playing in the garden of the more modest cottages. They were both very little boys, one was four years old perhaps, the other five. The bigger of the two was a sturdy youngster, very dark, with a mat of coarse hair on his head and coal-black eyes. He was definitely a little Jamaican – strong little Jamaican. The other little fellow was smaller, but also sturdy. He was white, with hazel eyes and light brown hair. Both were dressed in blue shirts and khaki pants. They wore no shoes and their feet were muddy. They were not conscious of my standing there, watching them: they played on. The game, if it could be called a game, was not elaborate. The little white boy walked majestically up and down, and every now and then shouted in a commanding tone at his bigger playmate. The little brown boy dragged on quietly behind him and did what he was told.

**QUESTIONS:**

**31. ‘I noticed two boys playing in the garden of the more modest cottages.’**

The singular form of the above statement is-

- a. I noticed a boy playing in the garden of the more modest cottage.
- b. I noticed two boy playing in the garden of the more modest cottages.
- c. I noticed one boys playing in the garden of the more modest cottages.
- d. I noticed two boy playing in the garden of the more modest cottage.

**32. ‘The other little fellow was smaller, but also sturdy.’** The conjunction in this statement is-

- a. also
- b. but
- c. was
- d. the

**33. ‘He was definitely a little Jamaican – strong little Jamaican.’** The adjectives

in the given statement are-

- a. definitely, a little
- b. he, was
- c. little, strong
- d. was, Jamaican

**34. ‘They wore no shoes.’** The positive form of the given sentence is-

- a. They wear shoes.
- b. They never wore shoes.
- c. They wore shoes no.
- d. They wore shoes.

**35. ‘Both were dressed in blue shirts and khaki pants.’** The parts of speech of the underlined words are-

- a. adjectives
- b. Nouns
- c. verbs
- d. adverbs

**36. ‘He was white, with hazel eyes.’** The underlined word means-

- a. blue eyes
- b. brown eyes
- c. black eyes
- d. greenish brown eyes

**37. What made the boys' feet muddy?**

- a. They wore no shoes.                      b. They wore no socks.  
c. They wore no pants.                      d. All the above.

**38. The meaning of aware, in the passage is-**

- a. known                      b. seen                      c. conscious                      d. conscience

**Direction (Question no 39 to 45): Read the poetry below and answer the questions.**

We have not wings – we cannot soar –  
But we have feet to scale and climb  
By slow degrees – by more and more –  
The cloudy summits of our time.  
The mighty pyramids of stone  
That wedge like cleave the desert airs,  
When nearer seen and better known,  
Are but gigantic flights of stairs.

**QUESTIONS:**

**39. The pairs of rhyming words are –**

- a. soar-more                      b. climb-time                      c. stone-known                      d. All the above

**40. 'Are but gigantic flights of stairs.' The kind of noun here is-**

- a. collective noun                      b. abstract noun                      c. common noun                      d. proper noun

**41. Synonym of the word 'gigantic' is-**

- a. All the below                      b. great size                      c. huge                      d. enormous

**42. 'That wedge like cleave the desert airs,' Identify the figure of speech.**

- a. metaphor                      b. personification                      c. alliteration                      d. simile

**43. 'When nearer seen and better known,' Identify the parts of speech of the underlined words:**

- a. adverb                      b. adjective                      c. noun                      d. pronoun

**44. 'But we have feet to scale and climb'. The conjunctions in the expression are-**

- a. we, to                      b. but, and                      c. feet. Have                      d. scale, climb

**45. 'We have not wings – we cannot soar.' The positive statement of the given line is-**

- a. We have wings-we cannot soar.                      b. We have not wing-we can soar  
c. We have wings – we can soar                      d. We haven't wings- we can't soar

**Direction (Q. No.46 to Q no 60): Choose the most appropriate option from the following.**

**46. My mother cooked breakfast. (Change the sentence to passive voice.)**

- a. Cooked my mother breakfast                      b. Mother cooks breakfast  
c. Breakfast is cooked by my mother                      d. Breakfast my mother cooked.

**47. Sheela said, "My teacher gave me a gift yesterday".**

**The correct reported speech for the above statement is**

- a. Sheela said that her teacher gave her a gift the day before  
b. My teacher had given me a gift yesterday  
c. A Day before a gift was given to me by my teacher  
d. Sheela said that a gift was given to her by her teacher.

**48. The word 'Chancellor' has how many syllables**

- a. 4      b. 3      c. 2      d. 5

**49. She went home. Choose the correct question tag for the above sentence**

- a. Does she?    b. Did she?      c. Don't she?      d. Didn't she?

**50. Rani wants to write about her childhood memories. The suitable tense she would use is**

- a. Present Continuous      b. past Continuous  
c. Present perfect continuous      d. Past perfect continuous

**51. L2 acquisition occurs only when**

- a. The child is taught the rules of grammar    b. The child is given a reward  
c. The child has exposure to language  
d. The child absorbs language consciously

**52. A method based on the theory 'examples to generalisation'**

- a. Deductive method      b. Inductive method  
c. Incidental method      d. Oral method

**53. Back Chaining is a technique to develop \_\_\_\_\_ skill**

- a. Speaking      b. Writing      c. Listening      d. Reading

**54. An exercise where letters are left out in words in a passage and the student fills the letters while reading the passage.**

**Which model of reading is this?**

- a. Bottom-Up Model.      b. Top-Down Model.  
c. Interactive Model      d. Inter-compensatory Model

**55. A soap wrapper is an example for \_\_\_\_\_ material to teach language.**

- a. Just a TLM      b. Grammar Material  
c. Advertisement      d. Authentic material

**56. Children having difficulty in communicating, learning basic skills, making Friends etc**

- a. Aphasia      b. Autism      c. Dyslexia      d. Dyspraxia

**57. Remedial teaching is not,**

- a. Re- teaching      b. Motivating  
c. Given after diagnostic test      d. Both b & c

**58. An effective teacher uses text book as**

- a. The only resource for teaching      b. the only tasks given in the text  
c. it is prescribed for teaching      d. well as other resources for teaching.

**59. Motivation is an important factor in language learning.**

**For example, the teacher in the class may use,**

- a. Memorization of necessary vocabulary  
b. Systematic analysis and use of structure  
c. Use of visual devices and games  
d. Use of Mother tongue as medium.

**60. "I feel sorry for not attending your wedding".**

**The language function of the above statement is**

- a. Apologizing      b. Leave taking  
c. Suggestion      d. Permission



**ANSWER KEY: Model Paper-01**

31. a	32. b	33.c	34.d	35.a	36.d
37.a	38.c	39.d	40.a	41.a	42.d
43.a	44.b	45.c	46.c	47.a	48.b
49.d	50.b	51.c	52.a	53.a	54.b
55.d	56.b	57.d	58.d	59.c	60.a

## SAMPLE QUESTION PAPER 2

### PART – I

#### Language- II ENGLISH

(Note: Question numbers are allotted as per TET question paper- ie, from 31 to 60)

**Direction (Q.no.31 to Q no.38) Read the passage given below and answer the questions.**

#### **PASSAGE-**

We need to realize that missions are always bigger than organizations, just as organizations are always bigger than the individuals who run them. Missions need effort and the mind provides the purpose. Seen this way, consider, which department or ministry will take man to Mars and build a habitat there? Can 200,000 MW of electric power be generated by isolated efforts in thermal, hydroelectric, nuclear and non-conventional sectors without an integrated effort? Can the second green revolution happen without agricultural scientists, biotechnologists and irrigation experts working together? Without proper diagnostic facilities in clinics and affordable drugs reaching our masses, our biotechnology laboratories and medical councils will continue to perpetuate each other's survival without serving the purpose of their existence: to set in place the most advanced medical facilities and make these available to the people at reasonable prices.

#### **QUESTIONS:**

31. **'We need to realize that missions are always bigger than organizations.'**  
The positive degree of the underlined word is-  
a. the biggest      b. as big as      c. the bigger than      d. bigger
32. **'Missions need effort. The mind provides the purpose.'** The sentence combined using linker/conjunction is:  
a. Missions need effort but the mind provides the purpose.  
b. Missions need effort or the mind provides the purpose.  
c. Missions need effort so the mind provides the purpose.  
d. Missions need effort and the mind provides the purpose.
33. **Choose the set of words with suffixes:**  
a. reasonable, affordable, department, organizations  
b. realize, purpose, available, people  
c. proper, nuclear, happen, medical  
d. all the above
34. **Expansion of 'MW' is-**  
a. microwave    b. mega watt    c. microsoft word    d. mechanical worker
35. **The number 200,000 in words in India is-**  
a. two hundred    b. two crores    c. two hundred thousand    d. two lakhs
36. **'Missions need effort and the mind provides the purpose.'** Frame 'wh' question to get the underlined word as answer:  
a. What do Missions need?      b. Where is Mission and mind?  
c. Why do you need Missions and mind?  
d. How is Mission and mind purposeful?
37. **'isolated' synonym of the word-**  
a. together      b. remote      c. united      d. associate





<b>ANSWER KEY: Model Paper-02</b>					
31. b	32. d	33. a	34. b	35. d	36. a
37. b	38. c	39. d	40. a	41. c	42. d
43. a	44. b	45. d	46. c	47. a	48. b
49. d	50. b	51. d	52. b	53. a	54. a
55. d	56. c	57. b	58. a	59. d	60. a

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*'The destiny of a nation is being shaped in it's classrooms'*

*D S Kothari*

