

COMMUNICATING EFFECTIVELY IN ENGLISH

SEMESTER IV

40HRS

1. LISTENING COMPREHENSION

4hrs

1.1 Listening for Comprehension leading to Oral Discussion

2. ORAL COMMUNICATION SKILLS

10hrs

2.1 Comparing (Similarities and Dissimilarities)

2.2 Describing a Place

2.3 Taking Turns in a Conversation

2.4 Interrupting a Conversation

2.5 Inviting-Accepting and Declining Invitations

3. GRAMMAR

8hrs

3.1 Adverbs

3.2 Clauses (Adverbial Clauses and Relative Clauses)

3.3 Subject and Verb Concord

3.4 Tenses (Expressing Future)

*One chapter revising the topics discussed during the first, second and third semesters. (Punctuation, Articles, Framing questions, Verbs, Word Formation, Prepositions, Pronouns, Determiners, Conjunctions, Questions and Question Tags, Tenses-Simple Present, Simple Past, Adjectives, Modal Auxiliary Verbs, Present Continuous Perfect, Past Continuous, Past Perfect and Noun Clauses)

4. WRITING SKILLS

9hrs

4.1 Sending E-mails

4.2 Summarizing

4.3 Writing Articles

* Writing a paragraph will be a continuous exercise throughout the session.

5. READING SKILLS

9hrs

5.1 Vocabulary Enhancement

5.2 Techniques of Reading: Skimming, Scanning, Intensive and Extensive Reading

NOTE: The Reading Skills of the learners (along with Vocabulary Enhancement) will be through reading thematic articles/essays and/or stories.

INSTRUCTIONS TO THE TEACHER

1. *Communicating Effectively in English-IV* attempts to

- familiarize students with the need of inculcating socially appropriate and acceptable conversational skills by introducing listening excerpts for a specific purpose
- teach learners how to use English for performing some of the basic social communicative functions
- inculcate reading habits in them by exposing them to a variety of texts and activities
- make them write effectively and efficiently different types of texts suitable for their needs
- teach them grammar in context through tasks and activities

2. Using the Text

2.1 Listening Skills

Give the learners clear instructions before you read aloud the reading excerpt. Ask the learners to listen to the excerpt before attempting to answer any of the tasks in the worksheet. Read aloud the excerpt again and encourage them to listen for specific details. If required, read it for a third time and discuss the responses. Every worksheet has a reference to pronunciation of lexical items that the learners will come across in the listening excerpt. In this exercise, first allow the students to listen to the words twice (when you read out) and then ask them to repeat.

Note: A standard dictionary like the *Oxford Advanced Learner's Dictionary* should be used to refer to the phonetic transcription of texts. Ideally, load the digital dictionary on the computers and encourage the learners to listen to the pronunciation of the word and practise.

2.2 Using Role-play Activities

There are a number of role-play activities in the units under Developing Oral Communication Skills, Reading Skills, and Grammar and Usage. Here, students have to pair up and play the parts of two persons in a dialogue. Divide the entire class into pairs and make sure that everybody has a partner. You can divide them into pairs randomly, according to their roll numbers or any other method which you feel is convenient and effective. First, allow them to study the dialogue carefully. Set a time limit. When the pairs are ready, ask them to start the dialogue. While learners are engaged in the role-play

activity, monitor their activity by walking around the class. Observe common errors and deal with them in the general session later. Do not stop them while they are practicing the dialogue.

2.3 Group Work

Many activities require the learner to express himself, or share his experience, or express his opinion on a given topic. Some of the activities involve group work. Divide the class into groups (of five or six depending upon the strength of the class and the activity). Explain the task and set a time limit. Encourage all the group members to contribute to the discussion. Monitor each group by moving around the class. Do not correct the mistakes of the learners at this stage. Make a note of the common errors and deal with them later. After the groups are ready with their versions, instruct the group leader to present the ideas, arguments, opinion of the group. Instruct the others to listen attentively and ask questions. Set time for questioning. After all the group leaders have made their presentations, give summing up comments on the performance of the learners, common errors and the way the activity was conducted. You must also give your own ideas and arguments.

2.4 Giving Feedback

At the end of each activity- individual, role-play, group work- remember to give feedback on the strengths and weaknesses that you noticed among students and suggest ways to improve their communication. Deal with common errors in general discussions. Talk to students individually and give feedback on specific problems.

2.5 Reading and Writing Skills

Set a time limit and encourage students to read passages silently. Pre-teach a few lexical items if you think it is necessary. Exercises and activities at the end of each reading text require a thorough understanding of the text. Hence, do not paraphrase the text for them. Instead, inculcate reading habits in students so that they experiment and struggle with the text to comprehend it.

Developing paragraphs is an exercise that runs through the section. Do not circle the errors of the learners with a red pen. This act will discourage them. Instead, adopt a strategy where you point out the error categorically. For example, devise a chart where you indicate that **Sp**-stands for an error in spelling, **Voc**- vocabulary, **Gr**- grammar, **Id**-idea, etc. You can create your own list and discuss it with your students. Teach the students the process of writing rather than judging the end product. Discuss with them how you want them to develop the answer to a particular question. Then ask them to write.

2.6 Grammar and Usage

Activities and exercises in this section focus on usage rather than prescribing rules of grammar. You are free to add more exercises on similar lines. A few exercises in this section require students to role-play. Follow the same instructions that are applicable for conducting activities under Speaking Skills.

Recommended Book :- COMMUNICATING EFFECTIVELY IN ENGLISH *Book 4*

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